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ABSTRACT

The handbook is designed for use by administrators, teachers, and instructional aides in the Aides to Career Education (ACE) Program. The program provides assistance to academically, socially, economically, and culturally disadvantaged students in secondary vocational programs by employing instructional aides who are subject field specialists to assist in improving students' educational performance and employment potential. The handbook contains information on: program implementation, purpose of the handbook, program goals and purpose, description and characteristics of disadvantaged students, the roles of the teacher and instructional aide, delineation of the teacher/aide role (includes a differentiation through task analysis)' program accountability, and aide attendance information. Appended material (124 pages) includes: a guide for using audiovisual aids, California legislation affecting instructional aides, referral agencies list (Los Angeles area), rules and regulations for school personnel, an explanation of selecting a career and getting a job, description of the Pasadena City College two-year teacher aide program, job descriptions for monolingual English aides in 15 subject fields, job descriptions for Spanish language aides (written in English) in 13 subject fields, sample instructional aide exams, self-evaluation questions, and a 27-item annotated bibliography. (Author/MS)

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LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF CAREER AND CONTINUING EDUCATION
CAREER EDUCATION SERVICES UNIT

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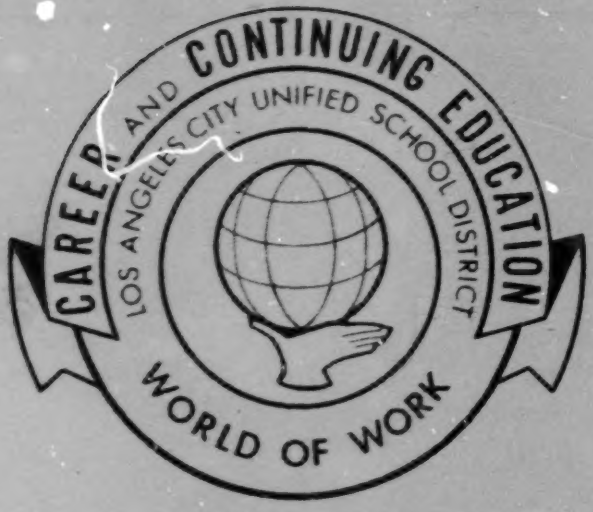
AIDES TO CAREER EDUCATION



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Instructional Aide Handbook

AIDES TO CAREER EDUCATION

Instructional Aide Handbook

1975-76

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF CAREER AND CONTINUING EDUCATION
CAREER EDUCATION SERVICES UNIT

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The Vocational Instructional Aide Program, initiated in the Los Angeles City Schools in the Spring semester of 1972, has been established to provide added instructional supportive services for disadvantaged vocational students enrolled in regular district vocational programs within the framework of the District Plan for Vocational Education.

Recognition for the development of the content of this Handbook is given to the teachers who presented their ideas and shared in formalizing the ideas into handbook form. These individuals were Richard Acuna, Robert Elroy, Lynne Friedman, Barbara Harrison, Vertia Nichols, Bennie Ross, Robert Stickley, and Marlene Young. Instructional Aides who helped make this handbook possible were Guillermo Gil, Debbie Schlesinger, and Larry Nishimura.

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INTRODUCTION

The intent that high priority be given to those who are disadvantaged was expressed by Congress in enacting the Vocational Education Amendments (VEA) of 1968. The Amendments specify that each state's allotment of Vocational Education Part A funds, and at least 15 percent of Part B funds, be utilized to assist disadvantaged persons. The term "disadvantaged", as stated in the California State Plan for Vocational Education, refers to persons who have academic, social, economic, or cultural handicaps which prevent them from succeeding in regular vocational programs. This classification includes persons whose need for extra educational assistance is a result of poverty, neglect, delinquency, or cultural and linguistic isolation from the community at large; it does not include physically or mentally handicapped persons unless they are also affected by the other handicaps listed above.

The Aides to Career Education (A.C.E.) Program was implemented in the Los Angeles Unified School District as a Vocational Education Amendments Part A Project in December, 1972. The purpose of the ACE Program was to provide assistance to disadvantaged students in vocational education courses by employing instructional aides to assist in improving the educational performance and in enhancing the employment potential of disadvantaged students. Through the extra assistance received from instructional aides, disadvantaged vocational students were to benefit by developing positive attitudes toward their education and employment outlook, more cooperative behavior with teachers and peers, pride in the quality of their course work, efficiency in completing assigned tasks, and improved attendance.

During its first year in 1972-73 the A.C.E. Program was funded as a VEA Part A project. The program started its second year in October, 1973, with funding from VEA Part B. The subsequent group of aides starting in February, 1974, was funded by a VEA Part A project. The third year of the program (1974-75) was begun with VEA Part B funding. Additional instructional aides were provided in February, 1974, and in February, 1975, with VEA Part A project funds.

PROGRAM IMPLEMENTATION

Initial Planning

The Los Angeles Unified School District has numerous aide classifications. It includes 53 high schools. Therefore, initial goals in planning the 1972 program were to determine the class of aides to be hired and the schools to receive aides. Supervisors and teachers expressed interest in employing aides who were subject field specialists. The title selected was Instructional Aide because it required expertise in a given field.

The following high schools were chosen to participate during 1972-73: Banning, Belmont, Crenshaw, Dorsey, Fremont, Garfield, Jefferson, Jordan, Lincoln, Locke, Roosevelt, San Fernando, Washington, and Wilson. School selection was based on criteria for designation as a target school under the Elementary and Secondary Education Act. Regional Occupational Centers (ROC) also included in the project were Central City, East Los Angeles, Harbor, North Valley, and West Valley. The typical high school or ROC includes the following vocational departments: Agriculture, Business, Health Occupations, Home Economics, and Industrial Education.

By the third year (1974-75) 63 school sites were involved in the program with a total of some 350 instructional aides. In addition, the program had evolved to the point where 16 specialized classes of instructional aide had been created by the district's classified personnel division. Competitive exams for the various classes of instructional aide were then held, making most aide assignments for the 1975-76 school year on the basis of a promotional eligibility list.

Implementation

The first step in implementing the program was to receive administrative approval from area superintendents and to notify school principals and department chairmen of the instructional aide allocation to their schools. The prospective aides were identified by one of two methods: (1) The department chairmen and their staffs were asked to identify former students who possessed the necessary skills to serve in a specific field; (2) If the school did not identify individuals, the project coordinator assisted by recruiting and referring prospective aides to schools.

During the first year of operation, the senior high schools and occupational centers recruited 76 percent of the aides employed. The remainder were recruited by staff of the Office of Programs for the Disadvantaged in Vocational Education from state colleges, universities, and community colleges. The first group of 30 A.C.E. aides was given five days of preservice training in December, 1972. Information on the following topics was provided: school administration, counseling, career advisement, work experience coordination, classified staffing, regional occupation programs, audio visual techniques, and program accountability. District and State Department of Education vocational personnel made presentations to the instructional aides on these

topics. Two additional groups of aides were provided with preservice training in January and February of 1973. By Spring, 1973, the number of schools was increased from 14 to 21.

The second year of operation began in October of 1973. The number of participating schools increased from 21 to 28. In January, 1974, the program was expanded to all 49 regular secondary schools in the district. Vocational department chairmen were notified of their allocation and preservice workshops were provided to orient new aides.

The third year of the program was begun in October of 1974. It included all 49 regular high schools, two special high schools, the five ROC centers, the ROP center, the District's T-V station, and six junior high schools. The administration of the program had now proceeded to the point where notification of the number of aide positions allocated was given to each school principal, who in turn selected the vocational classes within his school which were to receive aides.

Inservice Education

Workshops were held on a monthly basis beginning in December, 1972. The purposes of the workshops were two-fold: the development of skills of the instructional aides, and the acquisition of feedback about the program. Topics presented included techniques for motivating and working with students and specific information on the various vocational areas. Workshops were held in one central location during the 1972-73 school year. To alleviate transportation problems and to provide smaller group size, area workshops were held for Valley, South, and Central schools during the 1973-74 school year. Lectures and small-group discussion techniques were used in the workshops; occasionally, groups met according to vocational subject areas. A unique addition to the

workshops was the introduction of organizational Development training sessions on a bimonthly basis during the 1974-75 school year and audio-visual training sessions on the alternate months.

Handbook

In Spring, 1973, teachers and aides prepared a handbook to provide information on the intent and operation of the A.C.E. Program. The A.C.E. Program handbook was utilized extensively by aides, teachers, and administrators during the 1973-74 school year. Sections on community agencies, teacher/aide relationships, and a bibliography were added in an updated version for 1974-75. This handbook is built on those earlier efforts.

Advisory Committee

In the Fall of 1973 an advisory committee was formed for Programs for the Disadvantaged in Vocational Education; the committee included members from both the public and private sectors of the community. Institutions represented included the Employment Development Department, Rockwell International, Pacific Telephone Company and the Department of Public Social Services. Also serving were representatives from the school district, including one administrative coordinator, one principal, two teachers and two students. The committee was enthusiastic and provided invaluable input for improvement of the A.C.E. program.

The advisory committee met three times during the 1973-74 school year, reviewed the ongoing program intensively, and recommended the following: that aides serve an entire school year, that the number of aides be increased, and that students who received assistance be followed up to determine the impact of the program.

The advisory committee met an additional three sessions during the 1974-75 school year. The advisory committee was brought up to date on the status of

the recommendations made during the 1974-75 school year, two of which were implemented. The creation of the specialized instructional aide class codes made it possible to have the aides serve for the entire school year. This year (1975-76) the program, now in its fourth year, is continuing with funding provided by the VEA Part B set-aside funds for the disadvantaged and a small grant provided by VEA Part B special project funds.

Inservice Education and Successful Aide Utilization

PURPOSE OF THE HANDBOOK

The ACE Program Handbook is designed for use by administrators, teachers, and instructional aides, and

- provides background, goals, definitions and laws concerning instructional Aides in California.
- provides information on the use of the aides in Vocational Education Programs presenting goals for their most effective utilization.
- defines legal responsibilities of teachers and the aides within the ACE Program.
- provides information on program accountability and evaluation.
- provides supplementary material which includes information on the instructional aide job description, audio-visual techniques, referral agencies, and an annotated bibliography.

PROGRAM GOALS

The goal of the ACE Program is to improve the educational performance and enhance the employability potential of students assisted. More specifically, providing instructional aides to assist disadvantaged students in vocational classes should lead to their improvement in one or more of the following areas:

1. Attitude and Initiative - The student is able to develop a positive attitude and inward direction in his educational and employment endeavors.

2. Cooperation - The student develops a more cooperative behavior with his peers and teachers.

3. Attainment of Job Skills - The student takes advantage of opportunities to gain job skills.

4. Quality of Course Work - The student begins to take pride in the quality of his course work.

5. Quantity of Course Work - The student learns to utilize his time efficiently in the completion of assigned tasks.

6. Attendance - The student learns to practice good attendance which will lead to success in education and the world of work.

PURPOSE OF THE PROGRAM

Congress, in enacting the Vocational Education Amendment of 1968, clearly expressed its intent that high priority be given to those that are disadvantaged. They recognized the failures in our society caused by the lack of proper motivation or meaningful assistance in preparing students for the world of work. The Amendments specify that Part A and at least 15 percent of every state's allotment of Vocational Education Part B fund shall be used for disadvantaged persons. The term "disadvantaged", as stated in the legislation means persons who have academic, social, economic, and cultural handicaps which prevent them from succeeding in regular vocational education programs.

Individuals classified as disadvantaged, must meet the following conditions:

1. Be enrolled in a regular vocational program.
2. Be identified as not succeeding in the Vocational programs according to established program standards.
3. Be identified as to their disadvantage: as academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs.

In order to insure the proper use of the 15 percent earmarked for the disadvantaged, the California State Department of Education has asked school districts which use the set-aside funds to maintain records which verify special assistance to disadvantaged persons.

The School District, therefore, has a two fold task. (1) The disadvantaged person must be identified by guidelines listed in the California

State Plan for Vocational Education. (2) The assistance he receives must be documented.

The Los Angeles Unified School District's Career Education Services Unit has recommended the use of instructional aides as a means of providing special assistance to the disadvantaged student.

The ACE Program supports vocational programs in existence at selected senior high schools, *(Efforts are concentrated on those students enrolled in vocational courses identifiable as disadvantaged, and not succeeding.)*

The primary beneficiaries of the program are disadvantaged students. Their lack of success requires specially designed educational programs, related services, or both in order for them to benefit from a vocational education program. Other beneficiaries are the teachers, class, school, and community.

DESCRIPTION OF DISADVANTAGED STUDENTS

The connotations of the term disadvantaged is adverse to some individuals. This negative projection is probably the result of the term's overuse, its previous applications, or its relationship to failure. The Vocational Education Amendments of 1968, however, specify that the term disadvantaged should apply to students who are not succeeding in vocational programs. The term disadvantaged includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large. Ethnicity, income, or geographic locus are not primary determining factors. A student from a high income family who has a reading problem or lacks self-confidence in his vocational training is disadvantaged according to Vocational Education Amendment standards. The student's failure to succeed in the vocational class is cause for providing assistance beyond the regular program.

Academically disadvantaged persons are those who are not succeeding or are unable to succeed in a regular vocational education program because of at least one educational difficulty. Persons in this category may have one or more of the following characteristics:

1. Language Difficulty (in speaking and/or comprehension) in using Standard English. Persons who are experiencing difficulty with verbal communication which impairs their capacity to learn vocational skills. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

   (a) Poor speech and/or limited formal vocabulary
   (b) Inability to use the formal language effectively in school
   (c) Serious language difficulties
   (d) Linguistically isolated from the population at large

(e) English as a secondary language. (Persons whose language difficulty can be remediated by teaching English as a second language)

(f) English as a primary language. (Persons whose language difficulty can be remediated by programs designed to increase language proficiency)

2. Reading and/or Writing Difficulty. Persons experiencing difficulty with reading and writing which impairs their capacity to learn vocational skills. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

(a) Poor reading ability and limited formal vocabulary
(b) Unable to read or write well enough to compete with peers
(C) Serious reading difficulties (possibly illiterate)
(d) Inability to write or communicate in writing
(e) English as a second language. (Persons whose reading and/or writing difficulty can be treated by teaching English as a second language or by programs designed to achieve proficiency)
(f) English as a primary language. (Persons whose reading and/or writing difficulty can be treated by programs designed to increase proficiency)

3. Computational Difficulty Determined in Technical or Vocational Mathematics. Persons whose educational background in mathematics is not adequate to perform at the level required by the vocational education program. Persons in this subcategory may have one or both of the following characteristics on a continuing basis:

(a) Serious difficulties in comprehending computational concepts
(b) Insufficient computational skill to compete

4. General Educational Difficulties as Applicable to Vocational Education. Persons whose general educational difficulties prevent their success in vocational educational classes have one or more of the following characteristics on a continuing basis:

(a) Unemployed or underemployed and needs training
(b) Low achievement scores
(c) Poor attendance record
(d) School dropout
(e) Potential school dropout
(f) Unaware of educational procedures and/or opportunities
(g) Parents or guardian unable to give guidance and support due to their own lack of education, training, or employment or general absence from the home

Socially disadvantaged persons are those who, through present and/or past experience, have developed attitudes which severely limit their ability to perform successfully in a vocational education program. These attitudes may be aggressive or passive.

1. Aggressive attitudes may be those characteristics which are exhibited by antisocial or disruptive behavior. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

   (a) High incidence of involvement with the criminal justice system
   (b) Defiance of rules and regulations
   (c) Persistence in trying to dominate the classroom activities
   (d) Unrestrained behavior
   (e) Socially assertive and unconventional actions
   (f) Distrust of the school program

2. Passive attitudes may be those characteristics which are exhibited by an apathetic behavior. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

   (a) No interest in learning or schoolwork
   (b) Discouraged in schoolwork
   (c) A poor attendance record
   (d) A negative attitude toward learning
   (e) No personal motivation or is indifferent
   (f) A potential dropout
   (g) Persistently truant from home and/or school
   (h) A poor self-image
   (i) Overly sensitive to constructive criticism
   (j) No experience with successful examples of his own ethnic group
   (k) An underachiever
   (l) Personal interrelationship problems
   (m) Other identified disadvantagements, such as ill health, poor nutrition, broken home, out-of-wedlock pregnancy, or underemployment

Economically disadvantaged persons are those who are not succeeding or cannot succeed in a regular vocational education program, with emphasis on persons from economically depressed areas. Persons in this category may have one or more of the following economic problems on a continuing basis:

1. Geographical isolation
2. Need of economic assistance to enter or stay in school
3. Unemployed or underemployed
4. Family income is below poverty line

Culturally disadvantaged persons are those whose cultural mores are such that exclude the person from achieving success with his peer group. Persons in this category may have one or more of the following characteristics on a continuing basis:

1. Patterns of speech which may represent ethnic or regional isolation.
2. Personal standards which conflict with the prevailing cultural mores.
3. Cultural dress modes or other behavior patterns that conflict with program requirements.

The term disadvantaged does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

CHARACTERISTICS OF DISADVANTAGED

Many of the environmental and family characteristics described have adverse effects on disadvantaged youth and contribute to their educational impairment. It affects their attitudes, physical and mental health, and their educational and occupational aspirations and achievement. Some of these characteristics are presented in this section of the handbook.

A. Attitudes
   1. Disadvantaged youth have a view of society limited by their immediate family and neighborhood. There they see struggle for survival as the major objective. Their world or society at large (Goldberg, 1967). Dependence upon welfare, crime, gang warfare are frequently considered essential for survival and recognition.

   2. The unstable family situation results in the development of disadvantaged youth who are insecure, aggressive, and delinquent (Clark, 1970).

3. Disadvantaged youth tend to live in the present and are unable to project expectations into the future and defer immediate gratification for later well-being (Goldberg, 1967).

4. Disadvantaged youth develop a negative self-image. Discrimination, failure of parents and friends to succeed economically and socially, and failure to achieve in school are all contributing elements (Goldberg, 1967.)

5. The activities of disadvantaged youth are not supervised closely by parents or adults. However, they are used to harsh forms of corporal punishment, since their parents are more authoritarian than middle class families (Ausubel and Ausubel, 1968).

6. Parents and associates place no great value on education and do not generally encourage high aspirations for academic and vocational success, financial independence or social recognition (Ausubel and Ausubel, 1968). As a consequence disadvantaged youth develop similar attitudes.

7. Lower class children tend to develop ambivalent attitudes toward authority (Ausubel and Ausubel, 1968).

8. Disadvantaged students have very little preparation either for recognizing the importance of schooling in their lives or being able to cope with the kinds of verbal and abstract behavior which schools frequently demand (Goldbert, 1967).

B. Education

1. Disadvantaged youth have a better than 50-50 chance of becoming "dropouts" by the end of the 10th grade (Newton, 1964).

2. Disadvantaged students frequently perform several years below grade expectancy on verbal tests, but often demonstrate normal learning potential on non-verbal tests (Newton, 1964). In Harlem, it is estimated that 85 percent of the 8th grade students are "functional illiterates" - reading level of 5th grade or below (Larner, 1968).

3. Disadvantaged youth are weak in cognitive, abstract style of learning. They favor concrete, stimulus-bound learning situations. Classes which involve psychomotor learning activities in contrast to those book-centered are more advantageous for and acceptable to disadvantaged students (Newton, 1964).

4. Disadvantaged students tend to be creative and motivated and develop proficiency in areas where their interests lie. They are capable of working well and hard on a specific task or assignment which has a purpose for them; for example, taking courses which will result in a job or scholarship leading to a career (Kemp, 1966).

5. Disadvantaged students often exhibit above average physical skill and manipulative abilities (Eisenberg, 1967).

6. Disadvantaged youth are generally poorly adjusted to school, excessively truant, and cut classes frequently.

C. Social

1. The disadvantaged from the inner-city develops a "knowhow" for survival (Eisenbert, 1967). They are resourceful in coping with the difficult conditions of life (Kemp, 1966).

2. Since social mobility generally requires education and disadvantaged youth are unable to succeed in school, they look for and engage in activities that are illegal in search for easy money (Goldbert, 1967).

3. The disadvantaged youth is open and frank in expressing his feelings.

4. The disadvantaged youth has a capacity for close and loyal relationships with his peers and adults who have won their confidence and respect (Kemp, 1966).

5. Delinquency aids the slum child in becoming a member of the "in" group and protects him against isolation and a sense of unacceptability (Goldbert, 1967). They seek status and protection in street gangs.

6. Minority group youths are not readily amenable to the values and teachings of the dominant culture. Since schools in general are planned, operated, and administered by middle class values and staff, the schools have less value to the disadvantaged (Goldberg, 1967).

7. Children of lower class families exhibit more signs of personality maladjustment than children of middle class families (Ausubel and Ausubel, 1968). This is due in many cases to the insecurities of daily living, failure in the educational and vocational field, and/or to inner tensions caused by family conflicts.

ROLE OF THE TEACHER

The primary role of the teacher is to give guidance and supervision to the instructional aide. The teacher should provide a setting conducive to student/aide rapport by formally introducing the aide to the class/es with which he will be involved. Individual students needing special assistance may then be identified to the instructional aide.

To provide for a complete campus orientation, the teacher should take the aide on a tour of the campus. The aide should be introduced to the administrators, departmental members, counselors, librarian, registrar, school nurse, and audio-visual coordinator. The aide's success in working with students will require him to coordinate his efforts with these staff members.

Although flexibility is being stressed in the ACE Program, one legal responsibility cannot be delegated by the teacher. *Positively, the aide is never to replace the teacher.* The California Education Code describes the instructional aide position as follows:

> 13599.4 (a) subject to the provisions of this article, any school district may employ instructional aides to assist classroom teachers and other certificated personnel in the performance of duties as defined in Section 13599.3. *An instructional aide shall perform only such duties as, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher.* These duties shall not include assignment of grades to pupils. An instructional aide need not perform such duties in the physical presence of the teacher but the teacher shall retain his responsibility for the instruction and supervision or the pupils in his charge.

ROLE OF THE INSTRUCTIONAL AIDE

The aide sets an example for the young people with whom he works. In setting an example, the aide should take pride in his appearance and the impression that he leaves by meeting acceptable standards of grooming and attitude.

THE INSTRUCTIONAL AIDE:

- has a constructive and friendly attitude in guiding those under his direction and cooperating with his co-workers and administrators.
- notifies those for whom he works when he must be absent.
- deals kindly with each student without prejudice or favoritism and protects the child's self-esteem.
- carries out school policies and enforcement of rules with fairness.
- respects the confidence of a pupil; information given in confidence should be passed on only to the aide's immediate supervisor, who is trying to help the pupil.
- respects the confidence of parents; any information given in confidence, or learned about parents should be passed on to the aide's immediate supervisor only when such information can help in understanding a pupil's situation.
- keeps confidential any information regarding class record of students.
- does not discuss emotional or behavior problems of students with others, except those immediately involved and as directed by the supervising teacher.
- never makes remarks which discredit school personnel in the presence of students.
- understands that his own conduct will be regarded as a sample of the quality of the profession.

DELINEATION- THE TEACHER/AIDE ROLE

The area of teacher/aide relationship is crucial to the effective operation of the ACE Program. Concepts such as mutual respect, proper delegation of duties, cooperation, and commonality of goals and objectives are applicable to classroom situations where the aide provides a meaningful service. The following list of suggestions is presented to facilitate the building of a teacher/aide relationship which will enhance student learning and acquisition of skills.

An orientation period of approximately three days is suggested to allow the aide to observe and familiarize himself with the classroom situation. During this observation period, the aide can acquaint himself with instructional materials, supplies, safety, and disciplinary procedures. The orientation period should provide opportunities for the teacher and aide to discuss and clarify their duties and responsibilities. Areas which should be made clear are

- criteria for the identification of disadvantaged vocational students
- services aide will provide to disadvantaged students
- aide/student rapport conducive to learning
- grading and evaluation policy
- classroom operation and procedures
- authoritative responsibility, and
- aide punctuality and reliability.

The ACE Program will operate best in situations where the aide can relate his duties to the functions of the teacher.

It is also important during this period that the aide gets to know the students and recognize his responsibility to serve as a model for student action. The aide's involvement in facilitating learning and providing services can foster the building of better students and citizens in a positive manner. Negatively, the aide who is tardy or absent may prompt similar behavior in students.

The development of open channels of communication between teacher and aide will lead to improvements in the aide's competency and assistance with classroom organization. The aide may need assistance to understand the variety of processes involved in the teaching of vocational subjects. The teacher may suggest the means whereby the aide can become more proficient in the subject field. Related to subject knowledge is the aide's use of his strengths in his vocational field. Through open communicative channels, the teacher can gain imput on whether the aide is being used to the best of his ability. Both under-utilization and over-utilization of the aide are factors which should be considered.

The teacher and the instructional aide should continuously evaluate their duties and responsibilities in relationship to the BVC Program. *The main intent of the ACE Program is to enhance student success in vocational courses.*

Suggestions to the Teacher:

1. Do not assume that the aide has been adequately trained
2. Educate your aide to the "educational jargon" (Objectives, accountability, learning centers, etc.)
3. Allow for creativity and individuality
4. Guide in lesson planning and presentations

5. Capitalize on the aide's strengths

6. Treat the aide as an adult

7. Encourage professional growth

8. Guide in discipline techniques and procedures. Set the tone!

9. Be prepared to evaluate your aide

10. Be prepared for the day(s) your aide is absent

70%/30% FORMULA FOR USE OF AIDE'S TIME

It must be emphasized that the program aides assist teachers in vocational training classes by directly helping disadvantaged students. A 70%/30% formula is suggested to prevent the misuse of instructional aides; the aide should spend 70% of his time working directly with students while 30% of his time should be spent on related instructional activities, as designated by the supervising teacher. Activities not directly related to instruction in vocational classes (i.e. noon supervision, nutrition supervision, non-classroom related clerical work, etc.) are not permissible.

When teacher aides are assigned tasks involving supervision, they are placed in positions of potential liability for pupil injury. In such a situation, liability is likely to arise out of negligence on the part of the aide. Any person assigned such responsibilities is ignorant at his own peril.

In cases involving pupil injury, the courts have traditionally held the teacher to a higher standard of care than that owed to the general public. Therefore, a teacher aide, when placed in a supervisory capacity, is in a very tenuous position especially when the class description specifically limits the aide to teacher directed classroom duties.

DIFFERENTIATION OF ROLES THROUGH TASK ANALYSIS

JOB	TEACHER ONLY	TEACHER AND/OR AIDE
1. legal responsibility (i.e. class coverage)*	X	
2. grading of students*	X	
3. teaching of new material		X
4. individual instruction		X
5. small group instruction		X
6. running off of ditto and mimeo materials		X
7. instruction in use of hand tools		X
8. instruction in use of power tools		X
9. instruction in tool terminology		X
10. develop - administer quizzes & tests		X
11. discipline in classroom	X	
12. bulletin board displays		X
13. constructing A.V. aids,		X
14. tutoring in specific skills, i.e. how to use a hack saw, how to balance credit/debit sheet, how to change a diaper, etc.*		X
15. instruction of pupils through lectures, demonstrations and audiovisual aids		X
16. lesson plan preparation		X
17. preparation of teaching outline for course of study	X	
18. keeping of attendance records	X	
19. participation in related duties, i.e. meetings, conferences, and teacher workshops.		X
20. participation in school related duties, i.e. student club sponsor, counseling in graduation requirements, etc.		X
21. assignment of lesson*		X
22. evaluation of subjective tests	X	
23. evaluation of object tests		X
24. recording of grades		X
25. setting up and running audio-visual equipment		X
26. instruction in safety precautions*		X
27. plans work of students in shop or laboratory		X
28. supervises work of students in shop or laboratory		X
29. provides educational and vocational guidance*		X
30. maintains classroom library of occupational guidance materials		X
31. refers students to counselor, work experience coordinator, etc.	X	
32. suggests speakers from community business organizations		X
33. maintains an inventory of classroom equipment and supplies		X
34. stores and issues handtools, machine tools, dies, and equipment		X
35. keeps records of tools loaned		X
36. reports damaged and worn out equipment to supervisor		X
*Refer to Article No. 1.6, Section 13599.3 Definitions		

PROGRAM ACCOUNTABILITY

Federal and State guidelines for the use of disadvantaged funds require student beneficiaries of such monies to be identified. The special assistance that students receive is verified through the use of program data sheets. The following information is kept on record:

- name of student,
- school which he attends,
  (especially important in off campus programs)
- grade level,
- reason for student receiving assistance, (type of disadvantage)
- vocational teacher's verification of the special assistance.

1. Data is reported to the ACE Program Coordinator on a monthly basis.
   (See Aides Cumulative Program Data Sheet)

AIDES CUMULATIVE PROGRAM DATA SHEET

Course Title: _____

Teacher's Name _____

(Indicate home school of each student if different from school listed below)

Student Last Name, First Name	Grade Level	Type of Disadvantage: Academic	Social	Economic	Cultural	Other:*	Type of Verification: Cumulative Records	Attendance Records	V.P. Records	Teacher's Rollbook	Other:*	RESULTS Month 1: Positive	Negative	Neutral	Other:*	RESULTS Month 2: Positive	Negative	Neutral	Other:*	RESULTS Month 3: Positive	Negative	Neutral	Other:*	RESULTS Month 4: Positive	Negative	Neutral	Other:*	RESULTS Month 5: Positive	Negative	Neutral	Other:*	SEMESTER'S GRADE	WORK HABITS	COOPERATION	SEMESTER'S ABSENCES	SEMESTER'S TARDIES	SEX: MALE OR FEMALE
1.																																				
2.																																				
3.																																				
4.																																				
5.																																				
6.																																				
7.																																				
8.																																				
9.																																				
10.																																				

Comments on individual students may be entered on reverse side.

*If Other is used, please explain on reverse side.

See Program Handbook for description of disadvantage categories, or call 625-6683 if you have questions.

Return through School Mail to:
Bernardo Sandoval
CENTRAL OFFICE
H256

COMPLETE THIS SECTION

Aide's Name: _____

Teacher's Signature: _____

School: _____

PLEASE COMPLETE INFORMATION ON
REVERSE SIDE OF THIS SHEET:

Name: _____

Comments: _____

_____

_____

_____

Name: _____

Comments: _____

_____

_____

_____

Name: _____

Comments: _____

_____

_____

_____

Name: _____

Comments: _____

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Name: _____

Comments: _____

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_____

_____

CLIMBING THE CAREER LADDER

A Career ladder is a personnel progression design containing a number of job positions ("steps") which can be "climbed" as the employee acquires new competencies and assumes additional responsibilities.

It is the hope of this program that eventually, this process might lead to professional standing and certification for the aides, provided the various requirements have been satisfactorily met.

- Teacher Aide two year AA curriculum available at Pasadena City College
- See Appendix for a complete breakdown of the two year teacher aide curriculum

ATTENDANCE INFORMATION

Absences

If an Instructional Aide is absent for three consecutive days without notifying the school, he will be replaced. Other irregular attendance patterns may be cause for dismissal.

Tardies

Notify the school when you are going to be late. Excessive lateness may be cause for dismissal.

Notification of Termination

You are performing necessary services and people count on you. Notify your instructor, school, and Mr. Sandoval's Office (625-6683), when terminating your involvement with the program.

Multiple Assignments

Part-time multiple assignments for classified employees or the assignment of an unclassified employee to an additional part-time classified position, either of which would result in a total assignment of more than 79 hours per pay period, will be curtailed. An ongoing computer analysis of hours will be instituted and employees nearing the 790-hour maximum may face reductions in their assignment.

Holidays

Education Code 13656

13656. All employees a part of the classified service shall be entitled to the following paid holidays *provided they are in a paid status during any portion of the working day immediately preceding or succeeding the holiday:* January 1, February 12 known as Lincoln Day, the third Monday in February known as Washington Day, the last Monday in May known as Memorial Day, July 4, the first Monday in September known as Labor Day, September 9 known as Admission Day, November 11 known as Veterans Day, that Thursday in November proclaimed by the president as Thanksgiving Day, December 25, every day appointed by the president, or the Governor of this state, as provided for in subdivisions (b) and (c) of Section 5201 for a public fast, thanksgiving or holiday or any day declared a holiday under Section 877 or 5202 which the board specifies shall be a holiday for classified or certificated employees.

APPENDIX A

USING AUDIO VISUAL AIDS

Some Things To Think About

You may use many media or a single medium.

Multi-media involves the use of several audio-visual techniques during a single presentation (i.e. combining motion pictures, slides, music, recorded or live narration, sound effects, overhead transparencies) in various combinations, often using a wide screen or two or three smaller screens grouped together.

Resist apologizing for visuals used. An apology for an inferior visual does not improve its quality.

Allow enough lead time to rehearse a major presentation far enough ahead to permit replacement of inferior visuals and coordinate efficient use of essential equipment.

Remember that variety in a presentation tends to stimulate student interest.

Use of Filmstrips

A filmstrip is:

A convenient vehicle for communicating a planned sequence of visual ideas.

A comparatively inexpensive instructional resource.

An easily viewable and projectable visual medium.

A filmstrip is not:

An inexpensive substitute for a motion picture.

A convenient way of storing slides.

A framework for transmitting text.

In selecting or producing a filmstrip, consider:

The nature, needs, and interests of the intended students.

The objectives which the material is designed to meet.

The importance of dynamic visuals and clarity of content to compensate for lack of motion.

The length of continuity in relation to the attention span or motivation of students.

The ability to vary the pace from student group to student group.

The self-contained nature of the material or its relationship to other available materials.

Remember that a filmstrip:

Is primarily a visual presentation which should be able to communicate with a minimum of text.

Is concerned mainly with one major topic and should avoid distracting irrelevancies.

Is an organized sequence of ideas and concepts which flow in a meaningful and logical manner.

Is particularly suited to opportunities for the stimulation of physical or mental involvement of the viewer.

Provides an ideal resource for individualized instruction.

Use of Overhead Transparencies

Replaces charts for large groups.

Permits on-the-spot additions for emphasis such as underlining, checking, circling.

Presents last-minute, current data.

Provides a variety of techniques
- Full-screen visual
- Revelation of one step or point at a time
- Overlays for comparisons
- Photographs (film positives)

Provides ease of preparation
- Use of real objects
- Hand-drawn on clear acetate
- Typed copy converted in seconds
- Color added in a variety of ways
- Availability of commercially prepared transparencies

Technical and mechanical guidelines

Print size 1/4" minimum - Primary or bulletin typewriter
Color for impact or emphasis
Turn off the projector between visuals or sequence of visuals. A blank, lighted screen is a distraction.

Position the screen diagonally at front of room to provide maximum visibility.

Position transparency on projector before turning on light.

Consider the seating arrangement and the students' ability to see the screen. A transparency may be moved upward as content toward the bottom of a frame is discussed.

Keep content to a minimum on each frame. Several simple frames are better than one cluttered frame.

The keystoning effect of a transparency is corrected when the top part of the screen is tilted forward (or the bottom part pulled back).

Use of Slides

Be certain slides amplify or relate to verbal content or presentation.

Pace slides according to visual content. Some may need to be exposed only a few seconds to communicate their message. Seldom should a single slide be seen more than 30 seconds unless the speaker is analyzing various parts of it.

Any printed matter on a slide should be easily readable from the unprojected slide itself. This general criterion assures print of adequate size when projected on the screen.

Limit captions on slides to approximately 35 characters per line.

Captions which are in too sharp a contrast with the background set up a visual vibration on the screen, annoying or confusing the students. Use off-white letters on a dark background, or dark letters on a medium light background.

Prepare a storyboard of visual ideas, using a small slip of paper for each idea, before taking or requesting slides. The flexibility of the paper slips makes it easy to organize the presentation in advance and minimize the waste of unnecessary visuals.

A slide which must contain a lot of detail should be presented as an "establishing shot" of the big ideas and then be followed by additional slides which concentrate on one detail at a time.

Use of Flip Charts

Consider the size of the group
- Small to medium sized

Consider the size of print
- 1" to 1 1/2" letters carry to 25' distance
- 2" to 3" letters carry from 50' to 75' distance

Consider the content
- key words
- Phrases
- Brief quotes
- Skeletal Outline
- Simple visuals

Consider technical aspects
- Added color should have a reason: for impact, clarity of meaning or emphasis
- Writing should be dark and bold
- Avoid clutter

Consider the applications
- Providing visual notes for speaker
- Directing student attention
- Emphasizing main ideas
- Presenting organized sequence of ideas
- Assisting not-taking for students
- Permitting reference points for students reaction
- Completely self-contained - NER - (No equipment required)
- Provides speaker security and confidence

APPENDIX B

CALIFORNIA LEGISLATION AFFECTING INSTRUCTIONAL AIDES

Article 1.6

INSTRUCTIONAL AIDES

Sec.

13599. Citation.
13599.1 Legislative intent.
13599.2 Pupil-teacher ratio; titles assigned to instructional aides.
13599.3 Definitions.
13599.4 Employment; duties; qualifications.
13599.5 Personal information concerning pupils.
13599.6 Credentials for supervising instructional aides.
13599.7 Classification for apportionment; status as employees.
13599.8 Compensation.
13599.9 Use of volunteers.

Article 1.6 was added by Stats.1968, c. 1425, p. -, 1.

Library References

Schools and School Districts 127, 133. C.J.S. Schools and School Districts 154-158, 170 et seq.

13599. Citation

This article may be cited as the Instructional Aide Act of 1968. The provisions of this article shall apply to personnel referred to in Sections 931.5, 6458, 6481.5, 648.6, 6499.5, 13253, 13253.5, and 16625.01 of this code or any other section heretofore or hereafter enacted, who perform the duties of instructional aides.

(Added by Stats.1968, c. 1425, p. -, 1.)

13599.1 Legislative intent

The Legislature recognizes the need to provide classroom teachers and other certificated personnel with more time to teach and to provide the means for them to utilize their professional knowledge and skills more effectively in the educational programs of the public schools. It is the intent of the Legislature to authorize the employment of instructional aides in order that classroom teachers and other certificated per-

sonnel may draw upon the services of such aides to assist them in ways determined to be useful in improving the quality of educational opportunities for pupils.

(Added by Stats.1968, c. 1425, p. -, 1.)

13599.2 Pupil-teacher ratio; titles assigned to instructional aides

Instructional aides shall not be utilized to increase the number of pupils in relation to the number of classroom teachers in any school, any school district, or in the state.

All instructional aide positions in a school district shall be assigned the basic title of "instructional aide." To provide for differences in responsibilities and duties, additions to the basic title may be assigned such as "instructional aide I or II" or "instructional aide-volunteer," or other appropriate title designated by the governing board.

(Added by Stats.1968, c. 1425, p. -, 1.)

13599.3 Definitions

(a) As used in this article, "instructional aide" means a person employed to assist classroom teachers and other certificated personnel in the performance of their duties and in the supervision of pupils and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher.

(b) "Any school district" means a school district or a county superintendent of schools who employs classroom teachers in the public schools.

(Added by Stats.1968, c. 1425, p. -, 1.)

Cross References

County superintendent of schools, see 751 et seq., 801 et seq., 15851 et seq.; Const. art. 9, 3, 3.1.

13599.4 Employment; duties; qualifications

(a) Subject to the provisions of this article, any school district may employ instructional aides to assist classroom teachers and other certificated personnel in the performance of duties as defined in Section 13599.3. An instructional aide shall perform only such duties as, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to

pupils. An instructional aide need not perform such duties in the physical presence of the teacher but the teacher shall retain his responsibility for the instruction and supervision of the pupils in his charge.

(b) Educational qualifications for instructional aides shall be prescribed by the school district employer and shall be appropriate to the responsibilities to be assigned.

(Added by Stats.1968, c. 1425, p. -, 1.)

13599.5 Personal information concerning pupils

Notwithstanding the provisions of Section 10751, no instructional aide shall give out any personal information concerning any pupil who is not his own child or ward, except under judicial process, to any person other than a teacher or administrator in the school which the pupil attends. A violation of this section may be a cause for disciplinary action, including dismissal.

(Added by Stats.1968, c. 1425, p. -, 1.)

13599.6 Credentials for supervising instructional aides

Classroom teachers and other certificated personnel shall not be required to hold a standard supervision credential or a standard administration credential as a prerequisite to the supervision and direction of instructional aides.

(Added by Stats.1968, c. 1425, p. -, 1.)

Cross References

Standard administration credential, see 13197.2, 13197.25.
Standard supervision credential, see 13197.1, 13197.15.
Types of credentials, see 13187.

13599.7 Classification for apportionment; status as employees

(a) An instructional aide shall not be deemed a certificated employee for the purposes of apportioning state aid and no regrouping of pupils with instructional aides shall be construed as a class for apportionment purposes.

(b) Instructional aides shall be classified employees of the district, and shall be subject to all of the rights, benefits, and burdens of the classified service, except as specified in Section 13581.2 for "restricted" positions.

(Added by Stats.1968, c. 1425, p. -, 1.)

13599.8 Compensation

The school district shall pay to each person employed as an instructional aide compensation at a rate not less than the minimum hourly rate prescribed by federal law.

(Added by Stats.1968, c. 1425, p. -, 1.)

13599.9 Use of volunteers

Notwithstanding the provisions of this article, or any other provisions of law, a school district may utilize volunteers in the supervision and instruction of pupils, but any such volunteer shall be subject to the provisions of Section 931.5 and this article.

(Added by Stats.1968, c. 1425, p. -, 1.)

APPENDIX C

REFERRAL AGENCIES

(The following agencies are listed for cooperative use by teachers and aides. Caution should be exercised in some referrals. For example, the referral of a student to a psychological service agency should be undertaken with the cooperation of the student's counselor. The agencies are listed in the

Directory of Health, Welfare, Vocational and Recreation Services, Welfare Information Service, 621 South Virgil Avenue, Los Angeles, California.

For additional referral agencies please check this publication which may be in your school's counselor or administrative office.

COMMUNITY SERVICES:

American Indian Free Clinic, Inc., 526 E. Oaks St., Compton 90221, 537-0103
Program: Supplies free medical, dental, legal and other related services to anyone requesting them, but primarily to those of American Indian descent in the Los Angeles area.

Benjamin Rush Center for Problems of Living, 1426 Main St., Venice 90291, 392-4905
Program: Serves poverty area. Essentially a crisis clinic providing up to six sessions in group, individual, or conjoint therapy. Treatment based on concept of helping patient over immediate crisis. Serves patients from 13½ up.

Bienvenidos Community Center, 303 San Gabriel Blvd., Rosemead 91770, 280-9011
Program: Project directed towards low income persons. Family and individual counseling, home visits, referral, job development, employment counseling and other services.

Big Brothers of Greater Los Angeles, Inc., 117 W. 9th St., Los Angeles 90015, 622-2421
Program: Serves fatherless boys 8 to 17 with behavior or emotional problems arising from a lack of male influence in their home environment.

Community Youth Centers, 3105 W. Beverly Blvd., Montebello 90640, 724-0535
Program: Teen centers for "hard to reach" teen-agers 13 to 19 located in poverty pockets. Job counseling, testing and development, remedial education, community service projects; recreational-social activities.

Counsel of Mexican American Affairs, 995 N. Mission Rd., Los Angeles 90031, 223-4111
Program: Develops leadership among Americans of Mexican ancestry and encourages community activity and service. Coordinates and harmonizes efforts of Mexican American groups and stimulates their cooperation in constructive programs.

DAWN Today: 2516 16th St., Santa Monica 90405, 826-1605
Program: Group counseling for youth 15 to 19 with drug or drug-related problems. Individaul or family counseling available: social and therapeutic activities.

Junipera Serra Boy's Club of Catholic Welfare Bureau, 316 N. Union Ave. Los Angeles 90026, 483-4011
Program: Residential care for boys 16 to 18: moral training, psychotherapy for those who, for a variety of reasons, may not live in their own homes.

Rancho San Antonio, 21000 Plummer St., Chatsworth 91311, 341-3476 or 873-3234
Program: Institutional school for rehabilitation of boys 12 through 16 who present behavior problems, either because of emotional difficulties brought about through conditions or who are considered predelinquent or delinquent.

Thalians Clinic for Children, 112 N. Hamel Road, Los Angeles 90048, 625-5000
Program: Study treatment of children from infancy to 18 years who present behavior and personality problems.

CALIFORNIA EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD) CENTERS (Employment Offices):

Los Angeles:
929 N. Bonnie Beach Pl., Los Angeles 90063, 264-5100
10925 S. Central Ave., Los Angeles 90059, 567-1151
701 E. Florence Ave., Los Angeles 90001, 744-2121
161 W. Venice Blvd., Los Angeles 90015, 744-2121

Venice:
Lincoln Blvd., Venice 90291, 392-4811
Program: Combine resources of Department into a central location in disadvantaged areas in L.A. County in order to place significant numbers of unemployed and unemployable persons in meaningful employment leading to economic security.

SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICES: (For obtaining Social Security numbers)

Broadway-Vernon: 4524 S. Broadway, Los Angeles 90037, 233-8175
Burbank: 175 E. Olive Ave., Burbank 91503, 845-3738
Canoga Park: 8377 Topanga Canyon Blvd., Canoga Park 91304, 883-3742
Crenshaw: 3612 W. Jefferson Blvd., Los Angeles 90016, 731-7349
Culver City: 9801 Washington Blvd., Culver City 90230, 838-2161
East L.A.: 929 N. Bonnie Beach Pl., Los Angeles 90063, 264-5100
El Sereno: 4857 Huntington Dr., Los Angeles 90032, 221-9128
Glendale: 721 S. Glendale Ave., Glendale 91209, 247-2202
Hollywood: 1640 N. Gower Street, Hollywood 90028, 462,3181
Huntington Park: 6303 Rugby Ave., Huntington Park 90255, 583,9873
Inglewood: 608 E. Manchester Blvd., Inglewood 90306, 673-1081
La Crescenta: 3043 Foothill Blvd., La Crescenta 91214, 248,2436
Los Angeles (Downtown), 419 S. Hill Street, Los Angeles 90013, 688-3710
Miracle Mile: 6399 Wilshire Blvd., Los Angeles 90048, 655-7084
Monterey Park: 861 S. Atlantic Blvd., Monterey Park 91754, 289-5003
North Hollywood: 11024 Victory Blvd, North Hollywood 91606, 985-5442
San Fernando: 1245 San Fernando Rd., San Fernando 91340, 365-7122
San Pedro: 1915 S. Pacific Ave., San Pedro 90731, 548-2691
Santa Monica: 1514 Sixth Street, Santa Monica 90406, 451-4783

Torrance: 1408 Crenshaw Blvd., Torrance 90501, 320-4064
Van Nuys: 7138 Van Nuys Blvd., Van Nuys 91405, 988-6110
Watts: 10345 S. Central Ave., Los Angeles 90002, 564-5723
Wilshire Center: 3750 W. 6th St., Los Angeles 90020, 384-2544

PSYCHOLOGICAL SERVICES:

Bridge: A Way Across, Inc., 4210 W. Magnolia Blvd., Burbank 91505, 843-7444
Program: Meets the needs of predelinquent, disturbed, emotionally or economically deprived youth 14 through 21, who lack the personal resources to cope with their personal and/or cultural problems and who are beginning to act out frustration, alienation and loneliness by using dangerous drugs, dropping out of school, etc.

California Educational Center, 15321 Magnolia Blvd., Van Nuys 91403, 788-1105
Program: Day school for emotionally disturbed, slow learners, or brain-injured children 6 to 16.

Central City Community Mental Health Center, 4272 S. Broadway, Los Angeles 90037, 232-2441
Program: Crisis and intensive psychiatric care for children and adults. Day treatment program encompasses group, individual, occupational recreational, dance therapy, and psychodrama.

Crenshaw Youth Counseling Center, 3860 Crenshaw Blvd., Los Angeles 90018, 295-4553
Program: Short term crisis oriented center for teen-agers and their families. Psychiatrists, psychologists, and psychiatric social workers provide service under professional advisory boards.

Los Angeles County Regional Mental Health Services:
East Los Angeles, 512 S. Indiana St., Los Angeles 90063, 268-9161
East San Fernando Valley, 12148 Victory Blvd., North Hollywood 91606, 985-6550
South Bay, 13543 S. Hawthorne Blvd, Hawthorne 90250, 679-0441 or 772-1495
South Central, 4771 S. Main St., Los Angeles 90037, 231-9157
West Central, 1090 S. La Brea Ave., Los Angeles 90019, 933-7261
West San Fernando Valley, 6355 Topanga Canyon Blvd., Woodland Hills 91364, 348-8121
Program: Provides mental health consultation and mental health education and information to public and private agencies; direct treatment for children and adults, offering family-centered, crisis-oriented, individual and group, short term psychotherapy; psychiatric emergency teams.

OCCUPATIONAL TRAINING CENTERS:

East Los Angeles: 1048 Chicago St., Los Angeles, 90033, 223-1283
Harbor: 740 N. Pacific Ave., San Pedro 90731, 547-5551
Central City: 1646 S. Olive St., Los Angeles 90015, 748-5511
Paramedical: 3721 W. Washington Blvd., Los Angeles 90018, 731-6371
North Valley: 11450 Sharp Ave., Mission Hills 91340, 365-9645
West Valley: 6200 Winnetka Ave., Woodland Hills 91364, 346-3540
Southern California Regional Occupational Center: 2300 Crenshaw Blvd., Torrance 90501, 320-6700
Program: Training to persons 16 and up in all vocational areas such as auto mechanics, electronics, nursing, radio and television repair, and many others. Emphasizes new techniques in occupations.

ADULT SKILL CENTERS (Manpower Development and Training):
East Los Angeles: 1260 S. Monterey Pass Rd., Monterey Park 91754, 263-6903
Pacoima: 13323 Louvre St., Pacoima 91331, 896-9558
San Pedro-Wilmington: 239 N. Avalon Blvd. Wilmington 90744, 830-8004
217 Island Ave., Wilmington 90744, 830-3010
Venice: 611 Fifth Ave., Venice 90291, 392-4153
Watts: 840 E. 111th PL., Los Angeles 90059, 564-4451
Program: Youth 16 to 21 or adults 21 and up, unemployed or underemployed, unable to find suitable employment are provided basic education and vocational training. Apply through California Human Resources Development Department.

ADVANCED EDUCATIONAL ASSISTANCE:

Basic Educational Opportunity Grant Program: U.S. Department of Health Education and Welfare, Education Division/Office of Education, Washington, D.C. 20202.
Program: Federal aide program designed to provide financial assistance to those who need it to attend post-high school educational institutions.

Dollars for Scholars, Inc.: 3325 Wilshire Blvd., Los Angeles, 90005, 386-5300
Program: Scholarships for advanced training for average high school seniors with good citizenship records, high motivation, financial need, junior college or trade-technical potential. Assistance may cover fees, supplies, books, transportation.

APPENDIX D

RULES & REGULATIONS

816 HOLIDAYS

Education Code 13656

13656. All employees a part of the classified service shall be entitled to the following paid holidays provided they are in a paid status during any portion of the working day immediately preceding or succeeding the holiday: January 1, February 12 know as "Lincoln Day," the third Monday in February known as "Washington Day," the last Monday in May known as "Memorial Day," July 4, the first Monday in September known as "Labor Day," September 9 known as "Admission Day," November 11 known as "Veterans Day," that Thursday in November proclaimed by the President as "Thanksgiving Day," December 25, every day appointed by the President, or the Governor of this state, as provided for in subdivisions (b) and (c) of Section 5201 for a public fast, thanksgiving or holiday, or any day declared a holiday under Section 877 or 5202 which the board specifies shall be a holiday for classified or certificated employees.

Regular employees of the district who are not normally assigned to duty during the school holidays of December 25 and January 1 shall be paid for those two holidays provided that they were in a paid status during any portion of the working day of their normal assignment immediately preceding or succeeding the holiday period.

When a holiday herein listed falls on a Sunday, the following Monday shall be deemed to be the holiday in lieu of the day observed. When a holiday herein listed falls on a Saturday, the preceding Friday shall be deemed to be the holiday in lieu of the day observed. When a classified employee is required to work on any of said holidays, he shall be paid compensation, or given compensating time off, for such work, in addition to the regular pay received for the holiday, at the rate of time and one-half his regular rate of pay.

CHANGES:
Designating "Veterans Day" as November 11, and holiday pay as time and one-half the employees regular rate of pay.
Remove: March 4, 1972, page 1 of 5. Add: February 25, 1974, page 1 of 5.

902 CAUSES FOR DISCIPLINARY ACTIONS

A. ACTIONS SUBJECT TO DISCIPLINE

In addition to those prescribed in Education Code Section 13586, 13587, and 13741, or other governmental statutes, the following are causes for disciplinary action:

1. Incompetency.
2. Inefficiency.
3. Insubordination.
4. Inattention to or dereliction of duty.
5. Discourteous, abusive, or threatening treatment of the public, fellow employees, or students.
6. Any willful or persistent violation of the provisions of the Education Code or of rules, regulations, or procedures adopted by the Board of Education or the Personnel Commission.
7. Work-related dishonesty, including examination deception or fraud.
8. Appearing for work under the effects of alcohol or drugs or using alcohol or drugs illegally while on duty.
9. Immoral conduct.
10. Engaging in political activities during assigned duty hours.
11. Conviction by a court of competent jurisdiction of a felony or of a crime involving moral turpitude. A plea, verdict, or finding of guilty, or a conviction following a plea of nolo contendere, is deemed to be a conviction within the meaning of these rules. The record of conviction of the crime shall be conclusive evidence of the fact that the conviction occurred, but only of that fact, and the Commission may inquire into the circumstances surrounding the commission of the crime in order to determine if the conviction is of an offense involving moral turpitude.

Establishment of new rule. 902

12. One or more criminal convictions where the nature of the crime is such that it would indicate that the employee is a poor employment risk for the particular job which he holds with the District.

13. Failure to disclose material facts or the making of any false or misleading statement on any application, examination form, or other official document of the District.

14. Frequent unexcused absence or tardiness.

15. Abuse of leave privileges by habitual use of illness leave for trivial indispositons, or by absence so frequent that, over an extended period of time, the efficiency of the service is impaired.

16. Failure to report upon reasonable notice for review of criminal records.

17. Failure to report upon reasonable notice for health examination.

18. Abandonment of position. Absence without leave for five consecutive working days shall constitute prima facie evidence that an employee has abandoned his position.

19. Any other failure of good conduct tending to injure the public service.

B. SUBSTUTUTE OR RELIEF EMPLOYEES

Any substitue or relief employee may be dismissed from substitute or relief status in accordance with Rule 600, Rejection of Applicants, Candidates, and Eligibles.

C. DISCRIMINATION PROHIBITED

No employee in the classified service shall be suspended, demoted, dismissed, or in any way discriminated against because of his affiliations, race, color, national origin, age, marital status, sex, physical handicaps, or religious or political opinions or acts, except as provided in Paragraph A. 10. Above.

Establishment of new rule.

903 PROCEDURES FOR DISCIPLINARY ACTIONS

A. IMPOSITION OF DISCIPLINE

For any of the causes for disciplinary action listed in Rule 902, Causes for Disciplinary Actions, any employee may be suspended immediately for not more than 30 days or may be demoted or dismissed.

B. NOTICE OF UNSATISFACTORY SERVICE

A notice of Unsatisfactory Service shall be given to a regular employee whose services are held to be unsatisfactory. This notice must be given to a permanent employee not less than ten nor more than ninety working days before the effective date of demotion or dismissal which is based upon a cause or causes listed in Rule 902, Causes for Disciplinary Actions, Paragraph A.1 through 6, 8, 10, 14, 15, or 19. The notice shall contain a written statement in ordinary and concise language of the specific acts and omissions upon which the unsatisfactory notice is based. A prescribed form issued by the Personnel Division, shall be used for the notice. A notice of unsatisfactory service may be signed by anyone who exercises supervisory responsibility over the employee and shall be signed or countersigned by the Area Superintendent, Division Head, or a designated representative.

The notice shall be delivered to the employee personally if practicable, and he shall be requested to sign it as acknowledgement of receipt. When personal delivery of the notice is impracticable, the notice shall be sent to the employee's last known address by registered or certified mail with return receipt requested. If an employee refuses to sign a notice which is personally delivered to him, the notice may be presented in the presence of a witness and signed by that witness.

C. SUSPENSION FOR SPECIFIC OFFENSES PROCESSED AS INVOLUNTARY LEAVE

A regular employee charged with the commission of any sex offense defined in Section 12912 or narcotics offense defined in Section 12912.5 of the Education Code or a violation of subdivision 1 of Section 261 of the Penal Code, Sections 11530 to 11532, both inclusive, 11540, or 11910 to 11915, both inclusive, insofar as said sections relate to subdivision (c) of Section 11901 of the Health and Safety Code, by complaint, information, or indictment filed in a court of competent jurisdiction, may be suspended as provided for in Section 13742 of the Education Code. Such a suspension will be processed as an involuntary personal leave in accordance with the

Provisions of this rule relative to suspensions. The employee may receive compensation as provided for in Section 13742 of the Education Code. Such suspensions shall be reviewed by the Personnel Commission every 90 days.

D. STATEMENT OF CHARGES

Within 10 days after the suspension, demotion, or dismissal of any employee, the Personnel Division shall file a copy of the statement of charges with the Commission. Within that time a copy of the statement of charges shall also be given to the employee. If personal service is impracticable, the statement of charges shall be addressed to the employee at his last known address and deposited in the United States registered or certified mail with postage prepaid and with return receipt requested. The following shall be included in the statement of charges or accompanying documents: (a) a statement of the nature of the disciplinary action; (b) the effective date of the action; (c) a statement of the causes therefor; (d) a statement in ordinary and concise language of the acts or omissions upon which the causes are based; (e) if the action is based on violation of any provision of the Education Code or of rules, regulations, or procedures of the Board of Education or the Personnel Commission, the identification and text of such law, rule, or regulation; and (f) a statement advising the employee of his right to answer the statement and the time within which that must be done if the answer is to constitute an appeal.

904 APPEALS OF DISCIPLINARY ACTION

A. APPEAL AND ANSWER

When disciplinary action has been taken against a permanent employee, the employee may file an answer to the statement with the Commission within 14 days after receipt of the statement of charges. The answer shall be deemed to be an appeal from the action taken. The Commission promptly shall forward a copy of the answer to the Personnel Division. The answer may be submitted on a form which shall be enclosed for that purpose with the statement of charges. The signing and filing of such form shall constitute a request for or waiver of hearing, as designated, and a denial of all charges or such charges as the appellant may specify.

B. GROUNDS FOR APPEAL

An appeal can be made only on the basis of any or all of the following grounds:

1. That the procedures for taking disciplinary actions as set forth in Rule 903 have not been followed.

2. That the disciplinary action was taken because of the employee's affiliations, political or religious acts or opinions, race, color, national origin, marital status, age, sex, or physical handicaps.

3. That there has been an abuse of discretion.

4. That the action taken was not in accord with the facts.

C. AMENDMENT OF STATEMENT OF CHARGES OR ANSWER

At any time after the appeal is submitted to the Commission or its authorized representative for consideration, the person filing the statement of charges, with the consent of the Board of Education, may serve and file with the Commission and the opposing party, an amended or supplemental statement of charges. The party filing an answer to the statement of charges may, in the same manner, amend or supplement the answer, except that, in such case, the discretion of the hearing officer, or of the Commission when the Commission acts as the hearing body, shall be substituted for consent of the Board. If new causes or allegations are presented, they shall be deemed

denied by the opposing party in the absence of a rebuttal. That part shall be allowed a reasonable opportunity to prepare a rebuttal, and only those causes or allegations which are, in fact, contested by the rebuttal shall be at issue in the hearing.

D. HEARING OFFICER

The Commission may authorize a hearing officer to conduct any investigation or hearing which the Commission itself is authorized to conduct. When a hearing has been assigned to a hearing officer, he is the authorized representative of the Commission and he is empowered to grant or refuse extentions of time, to set proceedings for hearing, to conduct a hearing, to issue subpoenas, and to perform any and all other acts in connection with such proceedings that may be authorized or implied by law or these rules.

E. NOTICE OF HEARING

A notice of the time and place of hearing shall be given or mailed to each of the parties not less than 10 days prior to the date of the hearing. The 10-day notice of hearing may be waived by agreement of the parties.

F. SUBPOENAS AND SUBPOENAS DUCES TECUM

Request for subpoenas should be made to the Personnel Director at least five days prior to the date of hearing. Service of the subpoenas shall be the responsibility of the parties requesting them. The administration shall require the attendance of employees who are requested as witnesses by either party. If employees fail to comply, the Commission or hearing officer shall issue a subpoena.

G. INVESTIGATION AND HEARING

The Commission shall investigate the matter under appeal and may require additional evidence from either party. Unless the appellant waives his right to a hearing, the Commission shall conduct a hearing in accordance with the provisions of Section 13750 of the Education Code. In the event the appellant has waived his right to a hearing, the Commission may refer the matter to its staff for further investigation of the facts upon which the appeal was based. Unless the appellant requests a closed hearing, all hearings shall be public. Any hearing conducted by the Commission shall be commenced within a reasonable time following the filing of the appeal. Any investigation or hearing shall be confined to the allegations and relevant defenses contained in the statement of charges and answer, except

as provided in Paragraph C above.

H. RULES AND EVIDENCE

The hearing need not be conducted according to the technical rules of evidence and witnesses. No informality in the proceeding shall invalidate any order, decision, rule, or regulation made, approved, or confirmed by the Commission. Oral evidence shall be taken only on oath or affirmation.

Each party may call and examine witnesses, cross-examine any witness on any relevant matter even though that matter was not covered in the direct examination, impeach any witness, regardless of who first called him to testify, and rebut evidence against him. If appellant does not testify in his own behalf he may be called and examined as if under cross examination. Each party may request the Commission or its authorized representative to exclude witnesses from the hearing when such witnesses are not being examined.

Any evidence shall be admitted if it is the kind of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs. Hearsay evidence may be admitted but shall not be sufficient in itself to support a finding unless it would be admissible over objection in a civil action.

I. FAILURE TO APPEAR AT HEARING

Failure of the appellant to appear at the hearing shall be deemed a withdrawal of his answer, and the disciplinary action taken shall be upheld. Nothing herein shall prohibit the Commission upon a showing of good cause from granting a request by the appellant to reinstate the appeal and conduct a hearing.

J. PROPOSED DECISION

In all cases referred or assigned to a hearing officer, he shall prepare a proposed decision in a form to be adopted by the Commission as its decision in the case. The hearing officer may be present during the consideration of the case by the Commission and, at its request, may advise the Commission. The Commission may accept, reject, or amend any of the findings or recommendations in the proposed decision. Any rejections or amendment shall be based either on a review of the transcript of the hearing or investigation, or upon the results of such supplemental hearing or investigation as the Commission may order. If a further investigation or hearing is ordered, the Commission may decide the case

itself or may refer the case to the same or another hearing officer for the purpose of taking additional evidence. If the case is re-referred to a hearing officer, he shall file another proposed decision.

K. DECISION

The Commission shall render a decision within a reasonable time after the hearing or investigation. The decision shall be filed by the Commission as a public record and given or mailed simultaneously to each party within 10 days of the filing thereof. The decision shall be in writing and shall contain findings of fact and order of the Commission affirming the disciplinary action or sustaining the appeal. If the appeal is sustained, the Commission shall order the reinstatement of the appellant and may order all or part of his full compensation paid from the date of suspension, demotion, or dismissal. In addition, the Commission may direct such other actions as it may find necessary to effect a just settlement of the appeal in accordance with the provisions of Section 13745 of the Education Code. The decision of the Commission shall be binding upon the governing board.

L. EFFECTIVE DATE OF DECISION

The decision of the Commission shall be effective at the time specified by the Commission.

M. DEMOTION OF PERMANENT EMPLOYEE DURING PROBATION

A permanent employee who has been demoted during a probationary period in a class to which he was promoted may request an investigation by the Commission within 14 days after receipt of a copy of the written charges. The request shall be based only on one or more of the grounds for appeal of disciplinary actions. The Commission shall conduct an investigation confined to the allegations set forth in the charges and the request for investigation, but shall not be required to follow the procedures for hearings on appeals. If the Commission finds indications of arbitrary or discriminatory action it may order a formal hearing. The Commission shall notify the administration and the appellant of its findings in writing.

Procedure for Issuing Notice of Unsatisfactory Service (Form 5302)

1. Time for Issuance. A Notice of Unsatisfactory Service may be issued at any time.
2. Reasons for Issuance of Notice
   a. To have written confirmation of unsatisfactory service of employee.
   b. To have written confirmation that employee has been told of unsatisfactory service.
   c. To prepare for further disciplinary action, such as suspension, demotion, or dismissal. (See Section 5 below)
3. Instructions for Preparing Notice
   a. Prepare notice in three copies on Form 5302.
   b. Indicate CAUSE OR CAUSES for notice. Use only causes listed below. If possible future dismissal or demotion is contemplated, the "U" notice should note all the causes and charges based on recent instances of unsatisfactory service and should refer to previous "U" notices which contained causes which are still pertinent.
   c. Indicate a CHARGE for each CAUSE. A CHARGE is the evidence and consists of an enumeration of the dates, times, places and events which occurred which substantiate the CAUSE. A charge must indicate in what way the school system has been harmed.
   d. Prevent the notice to the employee and have him sign it. If he refuses to sign, have a witness sign that it was presented to the employee. If he is not available, indicate this on original.
   e. Forward original copy to Zone Superintendent, Division Head, or independent Branch Head; retain second copy; give third copy to employee or, if not deliverable (see d above), forward with original. (See Section 5 below)
   f. Zone Superintendent or Division or Branch Head should forward original and employee's copy (if any) to Classified Personnel Office holding the employee's records. Personnel Office will forward employee's copy to employee by certified mail.

   CAUSES for Issuing Notice. (Causes which may also be used for suspension are indicated by S, for demotion by D, and for dismissal by X. Division responsible for issuance of "U" notice indicated by O-operating or P-Personnel.)

   a. Job Performance
      1. Incompetency (inability to do the job) (DX) (O)
      2. Inefficiency (has ability but does not do the job properly) (DX) (O)
      3. Inattention to or dereliction of duty (SDX) (O)
      4. Insubordination (refusal to perform a task which has been ordered in line of duty) (SDX)
      5. Discourteous treatment of public (SDX) (O)
      6. Discourteous treatment of fellow employees (SDX) (O)
      7. Willful failure of good conduct tending to injure the public service (SDX) (O or P)

b. Rules and Regulations

8. Willful and persistent (twice or more) violation of provisions of Education Code, Board Rules, Personnel Commission Rules (SDX) (O or P)

c. Personal Habits

9. Dishonesty (SX) (O or P)
10. Habitual drunkenness (SX) (O or P)
11. Immoral conduct (SX) (O or P
12. Addiction to use of natcotics (SX) (O or P)

d. Absence

13. Frequent unexcused absence or tardiness (SX) (O)
14. Illness leaves when habitually taken for trivial indispositions (SX) (O)

e. Relationship with Government

15. Engaging in political activities during assigned hours of employment (SX) (O or P)

5. Instructions for Disciplinary Action. If disciplinary action is desired, such as suspension, demotion, or dismissal, such recommendation should be made in writing and forwarded to the Zone Superintendent or Division Head with the copy of this Notice of Unsatisfactory Service. (See Personnel Guide L 11, DISCIPLINARY ACTION--CAUSES.)

Changes: Routes of completed reports in 3e and 3f.
Replaces: PG: L 10 (8-27-69)

NOTICE OF UNSATISFACTORY SERVICE (Classified Employees)

(See instructions on reverse side)

Name of Employee _____ Employee No. _____

School or Section _____ Position Title _____

The services of the employee named herein are being reported as unsatisfactory for the period beginning _____ and ending _____ for the CAUSES and CHARGES indicated below. The employee shall be supplied with a copy of this notice.

1. CAUSE:

   CHARGE:

   If more space needed, attach additional sheet(s) of paper.

☐ Employee not available for signature _____
Signature of Principal, Branch or Section Head

Date _____ _____
Signature of Zone Superintendent or Division Head

ACKNOWLEDGEMENT OF NOTIFICATION OF UNSATISFACTORY SERVICE

The employee to whom this notice is given shall be requested to sign it. In case the employee refuses to sign, it shall be presented in the presence of a witness and countersigned by that witness. If the employee is not available for signature, this shoud be indicated above and the employee's copy should be forwarded with the original. The Classified Personnel Office will forward the employee's copy.

I have received a copy of this report. I understand that any written statement I forward to the Personnel Office regarding this performance report will be attached to the original report.

Employee's remarks: _____

_____

Date _____ _____
Signature of Employee

I certify that this notice was presented to the employee indicated and that he refused to sign it.

Date _____ _____
SIGNATURE OF Witness

APPENDIX E

SELECTING A CAREER AND GETTING A JOB

an attempt to explain

HOW TO SELECT A CAREER

1 Recognize that LIFE STYLE CHOICES exist — Auto, Home, Clothes; Money, Friends, Travel; Values, Goals, Traditions

2 CHOOSE ONE for you - your future - an intended life style - a goal

3 REMEMBER: Who do you want to be -- is better than
What do you want to do for a living

4 Discover, identify YOUR INTERESTS — druthers, wishes; test scores, hobbies; pleasing experiences

5 Discover, identify YOUR ABILITIES/TALENTS — intelligence, skills; test scores, school grades, accomplishments

6 MIX #2,4,5 TOGETHER — Intertwine, Shake & Bake; This is your profile, This describes YOU!

7 ASSESS the scope of OPPORTUNITIES
1st by cluster of occupations
2nd by family or group of occupations
3rd by an occupation or job

8 Limit this scope by #6 YOUR PROFILE

9 Screen out or limit scope by AVAILABILTY of JOBS (there are no forest rangers in the inner city)

10 Screen out or limit scope by your PHYSICAL LIMITATIONS (97 lb weaklings have trouble in Pro Football)

11 Screen out or limit scope by your VALUES, MORALITY, RELIGION — greed, vs. need to serve

12 Recognize that LEVELS of EMPLOYMENT exist

able	smart	skilled	Professional
average	average	average	Technical
low	dumb	unskilled	Skilled
			Semi Skilled
			Unskilled

13 Identify - Pin Point - where you fit from your profile #6

14 Identify with - relate to - an individual who influences you — worker, famous person, relative
one you admire — seek a role-model — study his m.o.
copy him/her - be a disciple/apprentice

15 As you learn to select a career SHARE YOUR LEARNINGS with others.
each one teach one - this helps <u>you</u>

16 SEEK professional assistance & GUIDANCE in this process
chat with counselors - talk with experts

17 Recognize that this selection is a PROCESS not an event nor an occasion

18 SELECT tentatively A CAREER remember: Better to have a career choice - and change it - than no choice at all

19 RESLECT from time to time another CAREER Be flexible grow
change - re-plan Evolve become

20 DEVELOP A tentative PLAN for preparing for that career
Remember: Better to have a plan & change it than have no plan at all.

an attempt to explain

HOW TO PREPARE FOR A CAREER

after selecting (at least tentatively) a career ....

placement
specialization
preparation
exploration
orientation
self identity

1 RECOGNIZE that preparation in a developmental PROCESS

that a career preparation LADDER exists

START CLIMBING IT

2 Recognize that this process never ends; assume an atttitude

3 Learn to GIVE A HOOT to LOVE and CARE for others
Increase the frequency of your practice of these learnings. THIS IS WHAT COUNTS

4 Fill in the gaps; strengthen your 3R's, THEY COUNT

5 In pursuing academic learnings — think up and use practical examples from your chosen career field.

6 Learn somehow, somewhere, and
Keep practicing the GOLDEN RULE — This is where its at

7 Recognize that another ladder exists . . . . .

. . . that of OCCUPATIONAL LEVELS

Professional
Technical, semi professional
Skilled
Semi Skilled
Unskilled

8 Note where your chosen career appears

9 If you chose, selected a PROFESSIONAL level — Plan to go to college

a TECHNICAL level — Plan to go to Jr. College

the usual, average, norm of levels — Be assured you get your preparation at high school

any of the above levels — Be reminded of the value of adult and continuing education programs

10 Keep a secondary career choice in mind - a fall back - so if all doesn't work out perfectly, "horizontal mobility" or another "spin off" is possible.

11 Identify possible barriers to your preparation - and plan how to overcome those barriers.

12 Share this process with others; each one teach one; as you really do

find our how to prepare for your career, HELP YOUR BUDDIES

13 TAKE COURSES in school, learn new SKILLS
KNOWLEDGES
ATTITUDES
related to your career choice

14 Recognize that much learning occurs external to the school — and build on it; Thus learn new SKILLS / KNOWLEDGES / ATTITUDES related to your career choice

15 PRACTICE SMILING A LOT

After selecting a Career and preparing for a career ...Some suggestions concerning...

HOW TO GET A JOB

1 DEVELOP on paper a PERSONALIZED PLAN of attack... use a "systems approach"

2 RECONSIDER what your LIFES GOALS are: Life Style
income
friends

3 Be sure you KNOW WHAT YOU WANT,... and go get it. Review your philosophy/points of view/priorities/desires/wants/needs/values

4 Remember - many jobs can be personally/psychologically/spiritually VERY REWARDING in your gut/to your psyche/they bring on smiles, happiness, fulfillment; so consider more than just money or status.

5 Screen-out possibilities (at least for long run considerations) that aren't compatible with your goals.

6 LOCATE JOB OPENINGS

read newspaper want ads	keep your antenna up
visit/utilize job placement agency	keep your sensors out
use state employment development dept.	be alert

7 CREATE A JOB OPENING -- to work for youself, maybe.... or show a firm/company <u>why</u> they need you; perhaps volunteer to work for free for a while

8 PURSUE JOB OPENINGS - use your plan
with alacrity/dilligence/energy/cheerfulness/prayers/flexibility
Use a time frame; set a calendar date to get things done... and do it!

9 Get help/assistance/guidance in your plan and in your pursuit.
Use your resources.

10 PRACTICE SMILING A LOT it'll pay off later.

11 Remember, work isn't everything - some folks live to work
- some folks work to live
- a proper balance <u>is</u> achievable

12 THINK POSITIVE + think positive + think positive + think positive

13 Review a sample job application form.

14 Prepare and update a personal data sheet/resume - sometimes do up a special one for a specific job.

15 Rehearse - practice a job interview.

16 APPLY FOR THE JOB Put your best foot forward/dress appropriately
Be honest/sell yourself
Show 'em how they can benefit from you, not asking what's in it for you
& GO GET IT!

APPENDIX F

PASADENA'S TWO YEAR TEACHER AIDE PROGRAM

CAREER OPPORTUNITIES PROGRAM - PASADENA CITY COLLEGE

Project Upbeat - Pasadena Career Opportunities Program is a unique COP model. The prime contractor is a two-year training institution, Pasadena City College, a fully accredited public community college which offers a Certificate for Teacher Aides as well as an AA degree program for Instructional Associates.

The College is an integral part of the community and has an established reputation for being responsive to community needs. Pasadena City College, via COP, has addressed urban concerns related to the shortage of qualified minority personnel. Sixty-eight percent of the trainees are Spanish surnamed and 24 percent are Black. The urban location, the flexibility of the community college curriculum, the lack of prohibitive fees and tuition, and the open enrollment policies enable low income persons to take advantage of training in a familiar setting with a minimum of inconvenience and financial encumbrances.

COP provides career education for persons employed as educational aides in Los Angeles County anti-poverty and compensatory education programs serving the needs of children from low-income families: Head Start, ECE, ESEA, ESL, ESAA, SB-90, Title VII, and District-funded aide programs, etc. Trainees are from the Pasadena, Garvey and Mt. View Unified School Districts.

The training component is designed around the aide's job which becomes the chief training tool. This is possible because of Pasadena City College's Urban Careers curricula which is based on four semesters of community experience, i.e., the trainee's job (college credit is given for up to 16 units toward the 60 required for the AA degree) and a wide variety of job related courses.

To date the project has involved 180 teacher assistants ranging in age from 19 years to 60 years. Eighty trainees have earned Teacher Aide certificates and 16 have earned the AA degree. There are 50 trainees currently enrolled and five of these are attending California State University-Los Angeles.

In its advocacy role, COP Pasadena has been the catalyst in developing: (1) new paraprofessional positions in the job structure of the school districts, i.e., team leaders who are experienced aides employed by cooperating school districts are responsible for coordination between the trainees, the school districts and the College (the position of team leader represents a step up the career ladder); (2) horizontal salary increments for aides in three districts, thus enabling them to receive additional compensation for attending school; (3) articulation and dissemination of information conferences involving school administrators and aides; (4) broader outreach and supportive practices in college recruitment as related to minorities and women.

Grant #OEG 0701781

G. S. Keller
Pasadena City College
1570 East Colorado Blvd.
Pasadena, California 91106

November 22, 1974

Recommended

SOCIAL/HUMAN SERVICES CORE CURRICULUM

*URBCAR 104 URBAN PROGRAMS: CAREER TRAINING 3 units
Paraprofessional training in social work assisting, community development careers, and in government office work. Prerequisite: Enrollment in Urbcar 122 or 124.

PSYCH 23 SOCIAL PSYCHOLOGY 3 units
The individual in society; dynamics of socialization process; intergroup tensions and conflicts; factors influencing individual's interaction with groups; conformity, leadership, prejudice, morale.
Transfer Credit: CSUC; UC

SOCIO 11 ETHNIC AND RACIAL MINORITIES IN AMERICA 3 units
Cultures of the major ethnic and racial groups in the United States; social processes involved in their assimilation into the mainstreams of American life; social and legal problems of ethnic groups; minorities and urban centers.

HUMAN 10 LECTURES IN THE HUMANITIES 1 unit
Enriching experiences in the humanities. Attendance at a minimum of 24 approved lectures and performances. Credit/no credit grading.
Transfer Credit: CSUC; UC Pending

*URBCAR 103 URBAN PROGRAMS: AGENCIES 3 units
Agencies which function in urban areas in connection with such needs as health, mental health, welfare, recreation and employment; new careers in the human services. Prerequisite: Enrollment in Urbcar 122 or 124.

*PSYCH 134 GROUP PROCESS 3 units
Historical development and theoretical implications of research in small group structure and process; emphasis on cohesiveness, conformity, inter-intra group conflict and cooperation. Prerequisite: Enrollment in Urbcar 122 or 124.

*URBCAR 1 URBAN PROBLEMS: PHYSICAL AND ECONOMIC 3 units
Critical problems related to the physical and economic characteristics of local urban areas; housing, unemployment, job opportunities, transportation. Prerequisite: Enrollment in Urbcar 122 or 124.

*URBCAR 2 URBAN PROBLEMS: SOCIAL AND POLITICAL 3 units
Majority-minority relationships, poverty, family disorganization; functions of state and local government in connection with problems of urban living. Prerequisite: Enrollment in Urbcar 122 or 124.

*Urban Careers Field Work Required

URBCAR 122 URBAN CAREERS FIELD PRACTICE 2 units
Supervised field experience or employment in selected public and private agencies. Minimum of 10 hours of related work each week.

URBCAR 124 URBAN CAREERS FIELD PRACTICE 4 units
Supervised field experience or employment in selected public and private agencies. Minimum of 20 hours related work each week.

EDUCATION/INSTRUCTIONAL ASSOCIATE - MAJOR & CERTIFICATE REQUIREMENTS

1. URB CAR 132* INTRODUCTION TO EDUCATIONAL ASSISTING 3 units
Preprofessional training of teacher aides and teaching assistants for elementary and secondary levels; orientation to teaching; survey of non-teaching functions in education; auxiliary educational services; related to field work. Prerequisite: Enrollment in one of the following: Urb Car 122, 123 or 124.

2. PSYCH 21* DEVELOPMENTAL PSYCHOLOGY: THE CHILD 3 units
Growth processes and dynamics of psychological development from conception through pre-school years; the child as a family member; observation of child behavior. Emotional, intellectual, social and personality development of infant and pre-school child.
Transfer Credit: CSUC; UC

PSYCH 121* PSYCHOLOGY OF CHILD DEVELOPMENT 3 units
Psychological development of young children, elements determining child groth; normal developmental patterns; factors promoting good adjustment.

3. ENGL 140 LANGUAGE SKILLS FOR ELEMENTARY SCHOOL 3 units
Basic language skills of listening, speaking, reading and writing used by instructional associates in elementary schools. Use of children's literature and other instructional materials. Grade level readiness criteria.

4. URB CAR 125* COMMUNITY AGENCIES 3 units
Agencies providing services for people living in urban areas; health, employment, education, recreation, welfare; emphasis on Los Angeles metropolitan area, related to field work in agencies being studied. Prerequisite: Enrollment in one of the following: Urb Car 122, 123 or 124.

5. MATH 38 FOUNDATIONS OF ELEMENTARY SCHOOL MATHEMATICS 3 units
Structure of mathematics as taught in modern elementary school programs and its relation to advanced mathematics. Algorithms of arithmetic and algebra; fundamental elements of geometry. Meets the mathematics requirement for the standard teaching credential with a specialization in elementary teaching. Prerequisites: Minimum grades of C either in (1) Math 102 or Math 103 or elementary algebra and (2) Math 104 or elementary geometry.
Transfer Credit: CSUC; UC

6. EDUC 30* TEACHING AS A PROFESSION 3 units
For prospective teachers; professional responsibilities and duties; classroom visitation, assisting. Prerequisite: Fourth semester standing. Transfer Credit: CSUC; UC

7. URB CAR 122, 123 or 124 URBAN CAREERS FIELD PRACTICE 2, 3 or 4 units
Supervised field experience or employment in selected public and private agencies. Prerequisite: enrollment in related theory courses. Maximum credit - 4 semesters (8, 12, 16 units).

APPENDIX G

INSTRUCTIONAL AIDE - CLASS DESCRIPTION
(MONOLINGUAL ENGLISH)

INSTRUCTIONAL AIDE

DEFINITION

Assists a certificated employee in developing and presenting specialized educational materials or in conducting instructional activities requiring specialized education, training, or vocational experience, in order to reinforce subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher or other certificated employee in a school by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

- Presenting educational information to pupils in a specialty area in which he has expertise.
- Performing research, compiling information, and/or preparing exhibits, demonstrations, equipment, and other materials in a specialized subject area or requiring special skills.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment.
- Arranging and conducting educational visits related to instructional activities.
- Conducting or assisting in group activities related to physical education, music and other arts, and other subjects.
- Tutoring individual students or groups in subjects requiring advanced knowledge of specialized subjects, such as languages, mathematics, sciences, etc.
- Correcting student papers and/or advising students regarding improvement of work products.

Performs related classroom duties as assigned.

DISTINGUISHING CHARACTERISTICS

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area in which he has expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Instructional Aide (Electronics) assists a teacher in instructional activities in electronics and cares for laboratory tools and equipment. The duties require knowledge of electronics. The position is established as a regular assignment.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a certificated employee, usually a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

The special subject matter of the related instructional activity
Standards of courtesy and behavior expected of students
Safety rules and procedures related to the subject of the instructional activity

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Perform the physical tasks required in preparing or presenting educational material or conducting instructional activities
Communicate specialized information to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

Advanced education or specialized training or experience directly related to the subject field of the instructional activity is required.

Special:

Ability to communicate in a language other than English may be required in some assignments.

INSTRUCTIONAL AIDE (ANIMAL HUSBANDRY)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials or in conducting instructional activities in the field of animal husbandry, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

Presenting educational information to pupils in animal husbandry classes.
Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials in the field of animal husbandry.
Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in raising large and small livestock such as beef and dairy cattle, horses, sheep, swine, and poultry.
Arranging and conducting educational visits related to instructional activities in animal industries.
Tutoring individual students or groups in subjects requiring basic knowledge of subjects such as the production of small and large livestock, animal care and nutrition, and diseases and pests.
Checking student work for correct procedures in marketing, financing, judging, showing, breeding, managing, and reproduction of animals.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Animal Husbandry) assists a teacher, usually in a classroom or work shop, in instructional activities related to animal husbandry.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Care and maintenance of domestic animals including nutrition
Diseases and pests related to large and small domestic animals
Scientific methods and laboratory techniques used in animal industries
Standards of courtesy and behavior expected of students
Safety rules and procedures related to the animal industry

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Demonstrate skills in animal care
Utilize proper laboratory techniques
Communicate specialized information related to animal husbandry to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

Education:

High school graduation is desirable. Successful completion of two years of high-school level courses in animal husbandry is required.

or

Successful completion of two semesters or their equivalent in animal husbandry courses in college or technical school.

or

One year of paid experience or any equivalent combination of work and study in the care of farm animals and poultry.

Special:

Ability to communicate in a language other than English may be required in some assignments.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION

CLASS DESCRIPTION

INSTRUCTIONAL AIDE (AUTOMOTIVE MECHANICS)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials and conducting instructional activities in the field of automotive mechanics, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

Presenting educational information to pupils in automotive mechanics classes in shop practices, tune-up, and preventive maintenance.
Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in teaching the servicing and repairing of automotive systems and components.
Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment in the automotive trades.
Arranging and conducting educational visits related to instructional activities in automotive mechanics.
Tutoring individual students or groups in subjects requiring basic knowledge of subjects such as auto tune-up, brakes and front-end alignment, and automotive transmission.
Checking student work for correct procedures in developing skills and understanding of processes necessary for the service, maintenance, and repair of automobiles.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Automotive Mechanics) assists a teacher with instructional activities related to automotive mechanics courses.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Automotive electrical systems and fuel induction, exhaust, lubrication, and cooling systems
Standards of courtesy and behavior expected of students
Safety rules and procedures related to instructional activity in the automotive mechanics curriculm

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Perform the physical tasks required in automotive shop work
Communicate specialized automotive mechanics information to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level automotive mechanics courses is required.

or

Successful completion of two semesters or their equivalent in automotive mechanics courses in a college or technical school.

or

One year of paid experience in automobile repair or any equivalent combination of work experience and study.

Special:

Ability to communicate in a language other than English may be required in some assignments.

INSTRUCTIONAL AIDE (BUSINESS EDUCATION)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials and conducting instructional activities in the field of business education, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

Presenting education information to pupils in clerical or secretarial classes.
Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials used in business education classes.
Demonstrating to pupils methods, procedures, techniques, materials, and equipment used by clerical and secretarial personnel.
Tutoring individual students or groups in business organization and practices, business mathematics, and clerical and secretarial subjects.
Checking student work for correct procedures in developing typing, filing, and related office skills.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Business Education) assists a teacher with instructional activities related to office clerical and secretarial courses by tutoring students in business education classes.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Subject matter contained in office clerical and secretarial courses
Standards of courtesy and behavior expected of students
Safety rules and procedures related to office practices and procedures in the use of equipment and machines

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Demonstrate the operation of a variety of office machines and equipment
Communicate basic information related to office clerical and secretarial courses to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable.
Successful completion of two years of high-school level business education courses in typing, filing, and shorthand is required.

or

Successful completion of two semesters or their equivalent in business courses in a college or school of business.

or

One year of paid experience in an office clerical, typing, or shorthand position or any combination of equivalent study and work.

INSTRUCTIONAL AIDE (CLOTHING SKILLS)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials and conducting instructional activities in the field of clothing construction, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

Presenting educational information to pupils in clothing construction, apparel skills, and textile arts classes.
Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in clothing classes.
Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in the garment industries.
Arranging and conducting educational visits related to instructional activities in clothing construction, apparel skills, and fashion design courses.
Tutoring individual students or groups in subjects requiring basic knowledge of subjects, such as design and pattern development, tailoring, textile arts, and operation of single-needle and special sewing machines.
Checking student work for correct procedures in developing skills and understanding of processes related to the garment and fashion industries.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Clothing Skills) assists a teacher in instructional activities by tutoring students in clothing and related classes.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Clothing construction, fashion design and construction, and use of patterns
Techniques of fitting and altering patterns
Sewing machine operation, adjustment, and servicing
Standards of courtesy and behavior expected of students
Safety rules and procedures related to instructional activity in clothing construction particularly in the operation of sewing machines

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Select patterns and fashions suitable for figure and occasion
Demonstrate skills in the use of machines and tools of the trade
Demonstrate fabric handling and sewing techniques to develop speed in power sewing
Communicate specialized subject material to pupils enrolled in clothing courses with varying levels of understanding
Diagnose causes of malfunctioning sewing machines and make minor adjustments

ENTRANCE QUALIFICATION

High school graduation is desirable. Successful completion of two years of high-school level courses in the clothing curriculum is required.

or

Sucessful completion of two semesters or their equivalent in clothing courses in a college or technical school.

or

One year of paid experience or any equivalent combination of work and study in the garment industry.

Special:

Ability to communicate in a language other than English may be required in some assignments.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION

CLASS DESCRIPTION

INSTRUCTIONAL AIDE (COSMETOLOGY)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials, and conducting instructional activities in the field of cosmetology, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

Presenting educational information to pupils in various cosmetology courses.
Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in cosmetology classes.
Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in developing basic skills in the techniques of beauty culture, including shampooing, cutting, curling, and styling hair.
Arranging and conducting educational visits related to instructional activities of skills and practices of cosmetology.
Tutoring individual students or groups in subjects requiring basic knowledge of cosmetology, such as posture, cleanliness, scalp and hair conditioning, hygiene, State regulations, and professional ethics.
Checking student work for correct procedures in developing skills and understanding of processes related to the cosmetology industry.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Cosmetology) assists a teacher in instructional activities related to training students in the techniques of beauty culture and application of skills in serving the public.

An Instructional Aide assists a teacher in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercise over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Care of scalp and hair
Hair cutting and dressing
Manicuring
Facial massage and skin care
Safety rules and procedures related to cosmetology equipment and materials

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Demonstrate techniques of beauty culture including manicures, facials, scalp treatment, shampooing, and hair styling
Communicate specialized information relating to cosmetology to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation and six months of paid experience in a beauty shop are desirable. Possession of a valid license from the State of California Cosmetology Board is required.

Special:

Ability to communicate in a language other than English may be required in some assignments.

INSTRUCTIONAL AIDE (DRAFTING)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials and conducting instructional activities in the field of drafting, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

Presenting educational information related to drafting subjects such as sketching, inking techniques, and structural drawings.
Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in drafting classes.
Demonstrating to pupils methods, procedures, techniques, and uses of drafting materials, tools, and equipment.
Arranging and conducting educational visits related to instructional activities in drafting.
Tutoring individual students or groups in subjects requiring basic knowledge of drafting techniques and lettering, blueprint and plan reading, sketching, orthographic projection, and charts, graphs, and maps.
Checking student work for correct procedures in developing skills and understanding of techniques in the use of drafting equipment.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Drafting) assists a teacher in instructional activities related to drafting.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Drafting techniques, lettering, sketching, and sectional views
Standards of courtesy and behavior expected of students
Safety rules and procedures related to the care of drafting equipment and materials

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Use drafting equipment properly
Read and interpret plans and blueprints
Make forehand sketches and instrument drawings neatly and accurately
Communicate specialized drafting and design information to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level courses in drafting is required.

or

Successful completion of two semesters or their equivalent in drafting courses in a college or technical school.

or

One year of paid experience in drafting or any combination of equivalent work experience or study.

Special:

Ability to communicate in a language other than English may be required in some assignments.

INSTRUCTIONAL AIDE (EARLY CHILDHOOD)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials to students in child care and guidance courses in the field of preschool and early childhood education, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

- Presenting educational information to pupils in early childhood education courses.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in preschool and early childhood education classes.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials and equipment used in nursery schools and child care centers.
- Arranging and conducting educational visits related to instructional activity and on-the-job training in early childhood education, music, arts, science, and language skills.
- Tutoring individual students or groups in subjects requiring knowledge of specialized subjects such as philosophy of early childhood education, program planning and scheduling, and relationship between teacher and child, parents, and administration.
- Checking student work for correct procedures in developing skills and understanding of services related to employment in early childhood education.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Early Childhood) assists a teacher by tutoring students enrolled in child care and guidance classes or related area.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Child growth and development patterns
Care and guidance of preschool children
Characteristics of the young child
Standards of courtesy and behavior expected of students
Safety rules and procedures related to nursery schools and child care centers

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Recognize the physical, mental, social, and emotional characteristics of young children
Interact with the preschool child
Communicate specialized information pertaining to child care and guidance to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of one year of high-school level early childhood education or related courses is required.

or

Successful completion of one semester or its equivalent in college-level courses in early childhood education.

or

Six months of paid experience in a nursery school or children's center or any equivalent combination of work experience and study.

Special:

Ability to communicate in a language other than English may be required in some assignments.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION

CLASS DESCRIPTION

INSTRUCTIONAL AIDE (ELECTRONICS)

DEFINITION

Assists a teacher in manual, clerical, and instructional activities in a basic-electronics class.

TYPICAL DUTIES

Assists a teacher in an electronics laboratory for basic vocational training in radio and television repair by performance of the following duties:

- Checks student laboratory work for correct procedures in use of tools, materials, and test equipment.
- Observes student laboratory activities for adherence to safe work practices.
- Distributes and collects student work papers and materials.
- Corrects student work papers and records grades as directed.
- Takes roll and monitors classes during tests.
- Makes stencils of schematic diagrams and duplicates instructional materials on a duplicating and/or copying machine.
- Assists in building teaching aides, such as bread boards and mock-up resistors, and in setting up equipment for laboratory demonstrations.
- Performs laboratory demonstrations under the immediate supervision of the instructor.
- Makes simple performance tests on electronic parts and equipment.
- Receives, marks, stores, and issues tools, equipment, and materials, used by students and instructor.
- Arranges and maintains a laboratory toolcrib in a neat and orderly condition, and assists in building shelves, cabinets, and tool holders.
- Performs minor maintenance and repair of tools and equipment such as: replacing electrical cords, batteries, and fuses; changing leads on electronic test equipment; and servicing and replacing tips on electric soldering irons and guns.
- Maintains perpetual inventory records of laboratory supplies and equipment, observes stock levels, and prepares requisitions as needed.
- Maintains a file of parts catalogs and equipment manuals.
- May supervise students in the performance of repairs on school equipment outside the laboratory classroom.
- May answer the telephone and take messages.
- Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

An Instructional Aide (Electronics) assists a teacher in instructional activities in a basic electronics class and cares for laboratory tools and equipment. The duties require knowledge of electronics.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and/or related educational activities.

SUPERVISION

Immediate supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Names and uses of common test equipment, supplies, and hand tools used in electronics work
Basic electronic theory and application pertaining to television repair and electronic assembly
Safe practices to be observed in electronic repair and hand and machine tool processes

Ability to:

Read and interpret schematic wiring diagrams
Operate electronic test equipment, such as oscilloscopes, vacuum tube volt meters, capacity checkers, inductance bridges, and grip dip meters in making routine tests
Perform hand and power tool operations as applied to electronics
Work cooperatively with students and instructors

ENTRANCE QUALIFICATIONS

Education:

Graduation from high school is desirable.

Experience:

Six months of full-time paid experience within the last five years in television repair or electronics assembly or repair. Successful completion within the past two years of a course in television repair in a recognized trade school or vocational training center may be subtituted for the required experience.

INSTRUCTIONAL AIDE (FLORICULTURE)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials and conducting instructional activities in the field of floriculture, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

Presenting educational information to pupils in floriculture classes.
Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials in the field of plant identification, ecology, and propagation techniques.
Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in the floriculture trade.
Arranging and conducting educational visits related to instructional activities in floriculture.
Tutoring individual students or groups in subjects requiring basic knowledge of plant identification, soil fertilization, and insect and disease control.
Correcting student work for correct procedures in basic practices followed in the commerical production and marketing of floricultural crops.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Floriculture) assists a teacher, usually in a classroom or work shop, in instructional activities in floriculture.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Soils, fertilizers, insect and disease control, insecticides, and plant identification
Production schedules for cut flowers and for container plants
Flower shop layout and window displays
Standards of courtesy and behavior expected of students
Safety rules and procedures related to the field of floriculture

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Perform the physical tasks required in preparing or presenting educational material in floriculture
Communicate floricultural information to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level courses in floriculture is required.

or

Successful completion of two semesters or their equivalent in floriculture courses in a college or technical school.

or

One year of paid experience in floriculture or any equivalent combination of experience and study.

Special:

Ability to communicate in a language other than English may be required in some assignments.

INSTRUCTIONAL AIDE (FOOD SERVICES)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials and conducting instructional activities in food preparation and food management courses, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

- Presenting educational information to pupils in food management and food preparation courses.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials pertaining to basic nutrition, economy of time, energy, and money in food preparation, service, and storage; and codes, regulations, and inspections.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in commercial kitchens and dining rooms.
- Arranging and conducting educational visits related to the food services industry.
- Tutoring individual students or groups in subjects requiring advanced knowledge of specialized subjects such as nutrition, food selection, purchase, and service; menu planning; kitchen sanitation; personal hygiene; and pest control.
- Checking student work for correct procedures in developing skills and understanding of processes related to the food service industries.

May be assigned tutoring duties in specialized areas of medical diets and home catering.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Food Services) assists a teacher in instructional activities for students in food services or related classes.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Food services including food preparation, nutrition, management, sanitation, and storage
Safe use of tools, utensils, and equipment
Standards of courtesy and behavior expected of students
Safety, health, and sanitation regulations

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Work efficiently with the tools and equipment used in food production
Demonstrate time- and energy-saving practices in food production and services
Communicate information contained in food services courses to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation and six months experience in a food services industry are desirable. Successful completion of two years of high-school level courses in food services is required.

or

Successful completion of two semesters or their equivalent in food services courses in a college or technical school.

or

One year of paid experience in food preparation or any combination of equivalent study and work.

Special:

Ability to communicate in a language other than English may be required in some assignments.

INSTRUCTIONAL AIDE (GRAPHIC ARTS)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials and conducting instructional activities in graphic arts, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

- Presenting educational information to pupils in graphic arts courses in composition, layout and design, and allied graphic arts processes.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in graphic arts classes.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment of the graphic arts trade.
- Arranging and conducting educational visits related to instructional activities in the printing industry.
- Tutoring individual students or groups in graphic arts subjects such as offset and letter press printing, lithography, screen process printing, and commercial and publication art.
- Checking student work for correct procedures in developing skills and understanding of processes related to the printing industry.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Graphic Arts) assists a teacher in instructional activities for students in graphic arts classes.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Composition, layout and design
Imposition and lock-up
Letterpress and lithography presswork
Safety rules and procedures related to tools, materials, and equipment in the printing industry
Care of tools and equipment used in graphic arts

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Use graphic arts tools, materials, and equipment skillfully and safely
Analyze and choose the proper machine for printing various jobs
Communicate specialized graphic arts information to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level graphic arts courses is required.

or

Successful completion of two semesters or their equivalent of graphic arts courses in a college or technical school.

or

One year of paid experience in graphic arts or any equivalent combination of work and study.

Special:

Ability to communicate in a language other than English may be required in some assignments.

INSTRUCTIONAL AIDE (HORTICULTURE)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials or in conducting instructional activities in the field of horticulture, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties to reinforce subject matter introduced by a teacher:

Presenting topics such as plant reproduction, botany, plant physiology, soils, and soil conservation, to pupils in horticulture classes.
Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials used in horticulture.
Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment required in the horticulture industry.
Arranging and conducting educational visits related to instructional activities in horticulture.
Tutoring individual students or groups in subjects requiring basic or advanced knowledge of horticulture.
Checking student work for correct procedures in skills and techniques of plant propagation, control of pests and diseases, landscape design and construction, and nursery operations.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Horticulture) assists a teacher in instructional activities in the field of horticulture.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Fundamentals of propagation and growth of flowers, plants, and trees
Skills and techniques of gardening and nursery practices
Standards of courtesy and behavior expected of students
Safety rules and procedures related to horticulture and the use of related equipment and chemicals

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Use garden tools and facilities effectively
Identify the steps in sexual and asexual plant reproduction
Recognize plant diseases, identify plant structure, and describe soil and its formation
Communicate specialized information related to horticulture to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level courses in horticulture is required.

or

Successful completion of two semesters or their equivalent in horticultural courses in a college or technical school.

or

One year of paid experience in horticulture or any equivalent combination of work experience and study.

Special:

Ability to communicate in a language other than English may be required in some assignments.

INSTRUCTIONAL AIDE (LVN)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials to students enrolled in hospital occupations courses, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

- Presenting educational information to pupils in a hospital occupations program.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials relating to medical terminology and basic procedures.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials and equipment required in patient care and feeding, recording vital signs, and admission and discharge of a patient.
- Arranging and conducting educational visits related to instructional activities in general hospital.
- Tutoring individual students or groups in a hospital or classroom in subjects such as medical terminology and legal and ethical responsibilities of the nursing assistant.
- Checking student work for correct procedures in developing skills as a nursing assistant.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (LVN) assists a teacher in instructional activities in a classroom or hospital by tutoring students in hospital occupations classes.

An Instructional Aide assists a teacher in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Fundamentals of nursing care
Approved practices in the care of the immobile patient
Medical terminology
Standards of courtesy and behavior expected of students
Hospital routine and equipment
Personal hygiene and sanitary standards for equipment and materials
Safety rules and procedures related to equipment and patient care

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Demonstrate performance of basic procedures for admitting, caring for, and discharging a patient

ENTRANCE QUALIFICATIONS

A State of California license to practice as a Licensed Vocational Nurse or as a Registered Nurse is required.

Special:

Ability to communicate in a language other than English may be required in some positions.

INSTRUCTIONAL AIDE (METALWORKING)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials or in conducting instructional activities in the field of metalworking, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in ord to reinforce subject matter introduced by a teacher:

Presenting educational information to pupils in metalwork subjects such as blueprint reading, machining, forging, and welding.
Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in classes in metalworking.
Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in metalworking industries.
Arranging and conducting educational visits related to instructional activities in the metalworking classes.
Tutoring individual students or groups in subjects , such as metal finishing, heat treating and properties of metal and welding.
Checking student work for correct procedure in developing skills and understanding processes related to machining , welding, forging, and heat treating.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Metalworking) assists a teacher in instructional activities related to metalworking.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational activities. Assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

Knowledge of:

Machining, welding, heat treating, and metal finishing
Hand tools, measuring, and blueprint reading
Standards of courtesy and behavior expected of students
Safety rules and procedures used in metalworking

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Perform basic metalworking operations such as machining, milling, grinding, and welding
Work safely in a metal shop
Communicate specialized information related to metalworking to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level courses in metalworking is required.

or

Successful completion of two semesters or equivalent of metalworking classes in a college or technical school.

or

One year of paid experience in metalworking or any equivalent combination of work and study.

Special:

Ability to communicate in a language other than English may be required in some assignments. Successful completion of courses in marine machinist, marine pipefitting, and shipfitting may be required in some assignments.

INSTRUCTIONAL AIDE (WOODWORKING)

DEFINITION

Assists a teacher in developing and presenting specialized educational materials or in conducting instructional activities in the woodworking trade, and reinforces subject matter introduced by a teacher.

TYPICAL DUTIES

Assists a teacher by performing some of the following duties in order to reinforce subject matter introduced by a teacher:

- Presenting educational information to pupils in a woodworking specialty including carpentry, furniture repair and finishing, cabinet making, and millwork.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in woodworking classes.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in the woodworking trade such as planning and layout, surface preparation, gluing and clamping, and application of finishes.
- Arranging and conducting educational visits related to instructional activities in woodworking industries.
- Tutoring individual students or groups in woodworking subjects requiring advanced knowledge of specialized subjects such as carpentry, furniture repair and finishing, cabinet making, millwork, and detailing and stockbilling.
- Checking student work for correct procedures in developing skills with woodworking hand and machine tools and understanding processes in the field of woodworking.

May be assigned to perform duties requiring knowledge of the shipwright, joiner, and boatbuilder specialties.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Woodworking) assists a teacher in instructional activities in the field of carpentry, cabinet making, and furniture construction.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and related educational

activities. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Safety rules and procedures related to the woodworking trades
Shop organization
Types and kinds of woods
Types of wood joints and fastenings
Hand tools and power tools
Standards of courtesy and behavior expected of students

Ability to:

Speak, read, and write clear, understandable English and any other language which may be required by the assignment
Use woodworking hand and power tools safely and properly
Demonstrate methods of wood joining
Execute and work from a shop drawing
Measure wood, and layout work projects
Demonstrate use of wood finishes and their application
Communicate specialized woodworking information to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level courses in woodworking is required.

or

Successful completion of two semesters or their equivalent in woodworking courses in a college or technical school.

or

One year of paid experience in woodworking or any equivalent combination of work and study.

Special:

Ability to communicate in a language other than English may be required in some assignments.

APPENDIX H

INSTRUCTIONAL AIDE - CLASS DESCRIPTION
(SPANISH LANGUAGE)

INSTRUCTIONAL AIDE (ANIMAL HUSBANDRY) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials or in conducting instructional activities in the field of animal husbandry, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

- Presenting educational information to pupils in animal husbandry classes.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials in the field of animal husbandry.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in raising large and small livestock such as beef and dairy cattle, horses, sheep, swine, and poultry.
- Arranging and conducting educational visits related to instructional activities in animal industries.
- Tutoring individual students or groups in subjects requiring basic knowledge of subjects such as the production of small and large livestock, animal care and nutrition, and diseases and pests.
- Checking student work for correct procedures in marketing, financing, judging, showing, breeding, managing, and reproduction of animals.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Animal Husbandry) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Animal Husbandry).

An Instructional Aide (Animal Husbandry) assists a teacher, usually in a classroom or work shop, in instructional activities related to animal husbandry.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Care and maintenance of domestic animals including nutrition
Diseases and pests related to large and small domestic animals
Scientific methods and laboratory techniques used in animal industries
Standards of courtesy and behavior expected of students
Safety rules and procedures related to the animal industry

Ability to:

Speak, read, and write clear, understandable English
Demonstrate skills in animal care
Utilize proper laboratory techniques
Communicate specialized information related to animal husbandry to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level courses in animal husbandry is required.

or

Successful completion of two semesters or their equivalent in animal husbandry courses in college or technical school.

or

One year of paid experience or any equivalent combination of work experience and study in the care of farm animals and poultry.

Special:

Ability to speak or speak, read, and write Spanish is required.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION

CLASS DESCRIPTION

INSTRUCTIONAL AIDE (AUTOMOTIVE MECHANICS) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials and conducting instructional activities in the field of automotive mechanics, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

Presenting educational information to pupils in automotive mechanics classes in shop practices, tune-up, and preventive maintenance.
Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in teaching the servicing and repairing of automotive systems and components.
Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment in the automotive trades.
Arranging and conducting educational visits related to instructional activities in automotive mechanics.
Tutoring individual students or groups in subjects requiring basic knowledge of subjects such as auto tune-up, brakes and front-end alignment, and automotive transmission.
Checking student work for correct procedures in developing skills and understanding of processes necessary for the service, maintenance, and repair of automobiles.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Automotive Mechanics) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Automotive Mechanics).

An Instructional Aide (Automotive Mechanics) assists a teacher with instructional activities related to automotive mechanics courses.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Automotive electrical systems and fuel induction, exhaust, lubrication, and cooling systems
Standards of courtesy and behavior expected of students
Safety rules and procedures related to instructional activity in the automotive mechanics curriculum

Ability to:

Speak, read, and write clear, understandable English
Perform the physical tasks required in automotive shop work
Communicate specialized automotive mechanics information to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level automotive mechanics courses is required.

or

Successful completion of two semesters or their equivalent in automotive mechanics courses in a college or technical school.

or

One year of paid experience in automobile repair or any equivalent combination of work experience and study.

Special:

Ability to speak or speak, read, and write Spanish is required.

INSTRUCTIONAL AIDE (BUSINESS EDUCATION) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials and conducting instructional activities in the field of business education, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

- Presenting educational information to pupils in clerical or secretarial classes.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials used in business education classes.
- Demonstrating to pupils methods, procedures, techniques, materials, and equipment used by clerical and secretarial personnel.
- Tutoring individual students or groups in business organization and practices, business mathematics, and clerical and secretarial subjects.
- Checking student work for correct procedures in developing typing, filing, and related office skills.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Business Education) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Business Education).

An Instructional Aide (Business Education) assists a teacher with instructional activities related to office clerical and secretarial courses by tutoring students in business education classes.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Subject matter contained in office clerical and secretarial courses
Standards of courtesy and behavior expected of students
Safety rules and procedures related to office practices and procedures in the use of equipment and machines

Ability to:

Speak, read, and write clear, understandable English
Demonstrate the operation of a variety of office machines and equipment
Communicate basic information related to office clerical and secretarial courses to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level business education courses in typing, filing, and shorthand is required.

or

Successful completion of two semesters or their equivalent in business courses in a college or school of business.

or

One year of paid experience in an office clerical, typing, or shorthand position or any equivalent combination of work experience and study.

Special:

Ability to speak or speak, read, and write Spanish is required.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION

CLASS DESCRIPTION

INSTRUCTIONAL AIDE (CLOTHING SKILLS) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials and conducting instructional activities in the field of clothing construction, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

- Presenting educational information to pupils in clothing construction, apparel skills, and textile art classes.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in clothing classes.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in the garment industries.
- Arranging and conducting educational visits related to instructional activities in clothing construction, apparel skills, and fashion design courses.
- Tutoring individual students or groups in subjects requiring basic knowledge of subjects such as design and pattern development, tailoring, textile arts, and operation of single-needle and special sewing machines.
- Checking student work for correct procedures in developing skills and understanding of processes related to the garment and fashion industries.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Clothing Skills) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Clothing Skills).

An Instructional Aide (Clothing Skills) assists a teacher in instructional activities by tutoring students in clothing and related classes.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Clothing construction, fashion design and construction, and use of patterns
Techniques of fitting and altering patterns
Sewing machine operation, adjustment, and servicing
Standards of courtesy and behavior expected of students
Safety rules and procedures related to instructional activity in clothing construction particularly in the operation of sewing machines

Ability to:

Speak, read, and write clear, understandable English
Select patterns and fashions suitable for figure and occasion
Demonstrate skills in the use of machines and tools of the trade
Demonstrate fabric handling and sewing techniques to develop speed in power sewing
Communicate specialized subject material to pupils enrolled in clothing courses with varying levels of understanding
Diagnose causes of malfunctioning sewing machines and make minor adjustments

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level courses in the clothing curriculum is required.

or

Successful completion of two semesters or their equivalent in clothing courses in a college or technical school.

or

One year of paid experience or any equivalent combination of work experience and study in the garment industry.

Special:

Ability to speak or speak, read, and write Spanish is required.

INSTRUCTIONAL AIDE (COSMETOLOGY) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials and conducting instructional activities in the field of cosmetology, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

- Presenting educational information to pupils in various cosmetology courses.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in cosmetology classes.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in developing basic skills in the techniques of beauty culture, including shampooing, cutting, curling, and styling hair.
- Arranging and conducting educational visits related to instructional activities of skills and practices of cosmetology.
- Tutoring individual students or groups in subjects requiring basic knowledge of cosmetology, such as posture, cleanliness, scalp and hair conditioning, hygiene, State regulations, and professional ethics.
- Checking student work for correct procedures in developing skills and understanding of processes related to the cosmetology industry.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Cosmetology) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Cosmetology).

An Instructional Aide (Cosmetology) assists a teacher in instructional activities related to training students in the techniques of beauty culture and application of skills in serving the public.

An Instructional Aide assists a teacher in instructional activities related to an area of expertise derived from advanced education or

specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Care of scalp and hair
Hair cutting and dressing
Manicuring
Facial massage and skin care
Safety rules and procedures related to cosmetology equipment and materials

Ability to:

Speak, read, and write clear, understandable English
Demonstrate techniques of beauty culture including manicures, facials, scalp treatment, shampooing, and hair styling
Communicate specialized information relating to cosmetology to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation and six months of paid experience in a beauty shop are desirable. Possession of a valid license from the State of California Cosmetology Board is required.

Special:

Ability to speak or speak, read, and write Spanish is required.

INSTRUCTIONAL AIDE (DRAFTING) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials and conducting instructional activities in the field of drafting, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

- Presenting educational information related to drafting subjects such as sketching, inking techniques, and structural drawings.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in drafting classes.
- Demonstrating to pupils methods, procedures, techniques, and uses of drafting materials, tools, and equipment.
- Arranging and conducting educational visits related to instructional activities in drafting.
- Tutoring individual students or groups in subjects requiring basic knowledge of drafting techniques and lettering, blueprint and plan reading, sketching, orthographic projection, charts, graphs, and maps.
- Checking student work for correct procedures in developing skills and understanding of techniques in the use of drafting equipment.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Drafting) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Drafting).

An Instructional Aide (Drafting) assists a teacher in instructional activities related to drafting.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Drafting techniques, lettering, sketching, and sectional views
Standards of courtesy and behavior expected of students
Safety rules and procedures related to the care of drafting equipment and materials

Ability to:

Speak, read, and write clear, understandable English
Use drafting equipment properly
Read and interpret plans and blueprints
Make forehand sketches and instrument drawings neatly and accurately
Communicate specialized drafting and design information to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level courses in drafting is required.

or

Successful completion of two semesters or their equivalent in drafting courses in a college or technical school.

or

One year of paid experience in drafting or any equivalent combination of work experience and study.

Special:

Ability to speak or speak, read, and write Spanish is required.

INSTRUCTIONAL AIDE (EARLY CHILDHOOD) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials to students in child care and guidance courses in the field of preschool and early childhood education, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

- Presenting educational information to pupils in early childhood education courses.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in preschool and early childhood education classes.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials and equipment used in nursery schools and child care centers.
- Arranging and conducting educational visits related to instructional activity and on-the-job training in early childhood education, music, arts, science, and language skills.
- Tutoring individual students or groups in subjects requiring knowledge of specialized subjects such as philosophy of early childhood education, program planning and scheduling, and relationship between teacher and child, parents, and administration.
- Checking student work for correct procedures in developing skills and understanding of services related to employment in early childhood education.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Early Childhood) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Early Childhood).

An Instructional Aide (Early Childhood) assists a teacher by tutoring students enrolled in child care and guidance classes or related area.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Child growth and development patterns
Care and guidance of preschool children
Characteristics of the young child
Standards of courtesy and behavior expected of students
Safety rules and procedures related to nursery schools and child care centers

Ability to:

Speak, read, and write clear, understandable English
Recognize the physical, mental, social, and emotional characteristics of young children
Interact with the preschool child
Communicate specialized information pertaining to child care and guidance to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of one year of high-school level early childhood education or related courses is required.

or

Successful completion of one semester or its equivalent in college-level courses in early childhood education.

or

Six months of paid experience in a nursery school or children's center or any equivalent combination of work experience and study.

Special:

Ability to speak or speak, read, and write Spanish is required.

INSTRUCTIONAL AIDE (FLORICULTURE) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials and conducting instructional activities in the field of floriculture, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

- Presenting educational information to pupils in floriculture classes.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials in the field of plant identification, ecology, and propagation techniques.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in the floriculture trade.
- Arranging and conducting educational visits related to instructional activities in floriculture.
- Tutoring individual students or groups in subjects requiring basic knowledge of plant identification, soil fertilization, and insect and disease control.
- Correcting student work for correct procedures in basic practices followed in the commercial production and marketing of floriculture crops.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Floriculture) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Floriculture).

An Instructional Aide (Floriculture) assists a teacher, usually in a classroom or work shop, in instructional activities in floriculture.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Soils, fertilizers, insect and disease control, insecticides, and plant identification
Production schedules for cut flowers and for container plants
Flower shop layout and window displays
Standards of courtesy and behavior expected of students
Safety rules and procedures related to the field of floriculture

Ability to:

Speak, read, and write clear, understandable English
Perform the physical tasks required in preparing or presenting educational material in floriculture
Communicate floricultural information to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level courses in floriculture is required.

or

Successful completion of two semesters or their equivalent in floriculture courses in a college or technical school.

or

One year of paid experience in floriculture or any equivalent combination of work experience and study.

Special:

Ability to speak or speak, read, and write Spanish is required.

INSTRUCTIONAL AIDE (FOOD SERVICES) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials and conducting instructional activities in food preparation and food management courses, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

- Presenting educational information to pupils in food management and food preparation courses.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials pertaining to basic nutrition, economy of time, energy, and money in food preparation, service, and storage; and codes, regulations, and inspections.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in commercial kitchens and dining rooms.
- Arranging and conducting educational visits related to the food services industry.
- Tutoring individual students or groups in subjects requiring advanced knowledge of specialized subjects such as nutrition, food selection, purchase, and service; menu planning; kitchen sanitation; personal hygiene; and pest control.
- Checking student work for correct procedures in developing skills and understanding of processes related to the food service industries.

May be assigned tutoring duties in specialized areas of medical diets and home catering.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Food Services) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Food Services).

An Instructional Aide (Food Services) assists a teacher in instructional activities for students in food services or related classes.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Food services including food preparation, nutrition, management, sanitation, and storage
Safe use of tools, utensils, and equipment
Standards of courtesy and behavior expected of students
Safety, health, and sanitation regulations

Ability to:

Speak, read, and write clear, understandable English
Work efficiently with the tools and equipment used in food production
Demonstrate time- and energy-saving practices in food production and services
Communicate information contained in food services courses to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation and six months experience in a food services industry are desirable. Successful completion of two years of high-school level courses in food services is required.

or

Successful completion of two semesters or their equivalent in food services courses in a college or technical school.

or

One year of paid experience in food preparation or any equivalent combination of work experience and study.

Special:

Ability to speak or speak, read, and write Spanish is required.

INSTRUCTIONAL AIDE (GRAPHIC ARTS) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials and conducting instructional activities in graphic arts, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

- Presenting educational information to pupils in graphic arts courses in composition, layout and design, and allied graphic arts processes.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in graphic arts classes.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment of the graphic arts trade.
- Arranging and conducting educational visits related to instructional activities in the printing industry.
- Tutoring individual students or groups in graphic arts subjects such as offset and letter press printing, lithography, screen process printing, and commercial and publication art.
- Checking student work for correct procedures in developing skills and understanding of processes related to the printing industry.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Graphic Arts) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Graphic Arts).

An Instructional Aide (Graphic Arts) assists a teacher in instructional activities for students in graphic arts classes.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Composition, layout and design
Imposition and lock-up
Letterpress and lithography presswork
Safety rules and procedures related to tools, materials, and equipment in the printing industry
Care of tools and equipment used in graphic arts

Ability to:

Speak, read, and write clear, understandable English
Use graphic arts tools, materials, and equipment skillfully and safely
Analyze and choose the proper machine for printing various jobs
Communicate specialized graphic arts information to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level graphic arts courses is required.

or

Successful completion of two semesters or their equivalent of graphic arts courses in a college or technical school.

or

One year of paid experience in graphic arts or any equivalent combination of work experience and study.

Special:

Ability to speak or speak, read, and write Spanish is required.

INSTRUCTIONAL AIDE (HORTICULTURE) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials and in conducting instructional activities in the field of horticulture, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

Presenting topics such as plant reproduction, botany, plant physiology, soils, and soil conservation to pupils in horticulture classes.
Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials used in horticulture.
Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment required in the horticulture industry.
Arranging and conducting educational visits related to instructional activities in horticulture.
Tutoring individual students or groups in subjects requiring basic or advanced knowledge of horticulture.
Checking student work for correct procedures in skills and techniques of plant propagation, control of pests and diseases, landscape design and construction, and nursery operations.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Horticulture) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Horticulture).

An Instructional Aide (Horticulture) assists a teacher in instructional activities in the field of horticulture.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Fundamentals of propagation and growth of flowers, plants, and trees
Skills and techniques of gardening and nursery practices
Standards of courtesy and behavior expected of students
Safety rules and procedures related to horticulture and the use of related equipment and chemicals

Ability to:

Speak, read, and write clear, understandable English
Use garden tools and facilities effectively
Identify the steps in sexual and asexual plant reproduction
Recognize plant diseases, identify plant structure, and describe soil and its formation
Communicate specialized information related to horticulture to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level courses in horticulture is required.

or

Successful completion of two semesters or their equivalent in horticultural courses in a college or technical school.

or

One year of paid experience in horticulture or any equivalent combination of work experience and study.

Special:

Ability to speak or speak, read, and write Spanish is required.

INSTRUCTIONAL AIDE (METALWORKING) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials or in conducting instructional activities in the field of metalworking, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

Presenting educational information to pupils in such metalwork subjects as blueprint reading, machining, forging, and welding.
Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in classes in metalworking.
Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in metalworking industries.
Arranging and conducting educational visits related to instructional activities in the metalworking classes.
Tutoring individual students or groups in subjects such as metal finishing, heat treating, and properties of metal and welding.
Checking student work for correct procedures in developing skills and understanding processes related to machining, welding, forging, and heat treating.
Perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Metalworking) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Metalworking).

An Instructional Aide (Metalworking) assists a teacher in instructional activities related to metalworking.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Machining, welding, heat treating, and metal finishing
Hand tools, measuring, and blueprint reading
Standards of courtesy and behavior expected of students
Safety rules and procedures used in metalworking

Ability to:

Speak, read, and write clear, understandable English
Perform basic metalworking operations such as machining, milling, grinding, and welding
Work safely in a metal shop
Communicate specialized information related to metalworking to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level courses in metalworking is required.

or

Successful completion of two semesters or their equivalent in metalworking classes in a college or technical school.

or

One year of paid experience in metalworking or any equivalent combination of work experience and study.

Special:

Ability to speak or speak, read, and write Spanish is required. Successful completion of courses in marine machinist, marine pipefitting, and shipfitting may be required in some assignments.

INSTRUCTIONAL AIDE (WOODWORKING) (SPANISH LANGUAGE)

DEFINITION

Speaks or speaks, reads, and writes Spanish as necessary in assisting a teacher in developing and presenting specialized educational materials or in conducting instructional activities in the woodworking trade, and in reinforcing subject matter introduced by a teacher.

TYPICAL DUTIES

Uses Spanish language skills as necessary in the performance of the following duties:

- Presenting educational information to pupils in a woodworking specialty including carpentry, furniture repair and finishing, cabinet making, and millwork.
- Performing research, compiling information, and preparing exhibits, demonstrations, equipment, and other materials required in woodworking classes.
- Demonstrating to pupils methods, procedures, techniques, and uses of materials, tools, and equipment used in the woodworking trade such as planning and layout, surface preparation, gluing and clamping, and application of finishes.
- Arranging and conducting educational visits related to instructional activities in woodworking industries.
- Tutoring individual students or groups in woodworking subjects requiring advanced knowledge of specialized subjects such as carpentry, furniture repair and finishing, cabinet making, millwork, and detailing and stock-billing.
- Checking student work for correct procedures in developing skills with woodworking hand and machine tools and understanding processes in the field of woodworking.

May be assigned to perform duties requiring knowledge of the shipwright, joiner, and boatbuilder specialties.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Woodworking) (Spanish Language) uses Spanish language skills in performing the same duties as an Instructional Aide (Woodworking).

An Instructional Aide (Woodworking) assists a teacher in instructional activities in the fields of carpentry, cabinet making, and furniture construction.

An Instructional Aide assists a teacher or other certificated employee in instructional activities related to an area of expertise derived from advanced education or specialized training or experience. Instructional Aide assignments are limited in working time and may be irregular in schedule.

SUPERVISION

Supervision is received from a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Safety rules and procedures related to the woodworking trades
Shop organization
Types and kinds of woods
Types of wood joints and fastenings
Hand tools and power tools
Standards of courtesy and behavior expected of students

Ability to:

Speak, read, and write clear, understandable English
Use woodworking hand and power tools safely and properly
Demonstrate methods of wood joining
Execute and work from a shop drawing
Measure wood and layout work projects
Demonstrate use of wood finishes and their application
Communicate specialized woodworking information to pupils with varying levels of understanding

ENTRANCE QUALIFICATIONS

High school graduation is desirable. Successful completion of two years of high-school level courses in woodworking is required.

or

Successful completion of two semesters or their equivalent in woodworking courses in a college or technical school.

or

One year of paid experience in woodworking or any equivalent combination of work experience and study.

Special:

Ability to speak or speak, read, and write Spanish is required.

APPENDIX I

SELECTED SAMPLES OF INSTRUCTIONAL AIDE EXAMS

LOS ANGELES CITY SCHOOLS

CLASSIFIED EMPLOYMENT BRANCH

CLASSIFIED SELECTION SECTION

SAMPLE TEST QUESTIONS FOR

INSTRUCTIONAL AIDE
(AUTOMOTIVE MECHANICS)

SAMPLE

The time on the test will be 2 hours

Sample Test question numbers	Actual Test question numbers	Test Content
1	1-15	Safety, Tools and Equipment
2-3	16-45	Engine Fundamentals and Engine Service
4	46-60	Transmission and Power Train
5	61-75	Electrical System
6-7	76-95	Auto Chassis

Examination Weights:
Written 40 %
Spanish Bilingual Qualifying
Technical Interview 60 %

Each question on the written test will be of equal value.

SAFETY, TOOLS AND EQUIPMENT

1. Which of the following is NOT measured by a dynamometer?
   (a) torque
   (b) rpm
   (c) horsepower
   *(d) volumetric efficiency

ENGINE FUNDAMENTALS AND ENGINE SERVICE

2. In a piston engine, the number of valves per cylinder is usually
   (a) 1
   *(b) 2
   (c) 3
   (d) dependent upon the make of car

3. Incorrect tappet clearance may result in any of the following, EXCEPT, valve
   (a) breakage
   (b) burning
   (c) face wear
   *(d) sticking

TRANSMISSION AND POWER TRAIN

4. Helical cut gears are used in transmissions chiefly because they are
   (a) cheaper
   * (b) quieter
   (c) easier to shift
   (d) less wasteful of grease

ELECTRICAL SYSTEM

5. A normal gap for most spark plugs used in today's engines is
   (a) .010 inch to .025 inch
   *(b) .025 inch to .035 inch
   (c) .040 inch to .050 inch
   (d) .050 inch to .060 inch

AUTO CHASSIS

6. The reasons for steering-axis inclination are all of the following, EXCEPT to
   (a) provide steering stability
   *(b) insure parallel rolling of the front wheels
   (c) reduce steering effort
   (d) reduce tire wear

7. If there is a "wavy" wear on the outer edge of a front tire
   (a) the tire has been run flat
   (b) the tire was originally faulty
   *(c) the wheels are out of alignment
   (d) the car has been driven too fast
   (e) the brakes are not equalized

LOS ANGELES CITY SCHOOLS

CLASSIFIED EMPLOYMENT BRANCH

CLASSIFIED SELECTION SECTION

SAMPLE TEST QUESTIONS FOR

INSTRUCTIONAL AIDE
(CLOTHING SKILLS)

SAMPLE

The time limit on the test will be 1 hour and 30 minutes

Sample Test question numbers	Actual Test question numbers	Written Test Content
1-2	1-20	Safety, Equipment and Materials
3-4	21-40	Pattern, Cutting and Fitting
5-6	41-55	Sewing Methods and Techniques
7-8		Power Sewing Skills and Equipment

Examination Weights:	
Written	40 %
Interview	60 %

Each question on the written test will be of equal value.

*denotes best answer

SAFETY, EQUIPMENT AND MATERIALS

1. If the presser foot is down, the needle is in the material, and hands are in the proper positions it is all right to
   *(a) start the machine
   (b) thread the machine
   (c) insert the bobbin
   (d) oil the machine

2. The best type of needle to use on knit and polyester fabrics are
   (a) sharps
   (b) milliners
   (c) crewels
   *(d) ball-points

PATTERNS, CUTTING AND FITTING

3. The most lasting of the following methods of marking is
   (a) pins
   (b) tailor's tacks
   (c) tailor's chalk
   *(d) tracing paper and wheel

4. Minor pattern alterations in length and width can sometimes be made along cutting lines by removing or adding a small amount. Generally, such alterations should not exceed
   (a) $\frac{1}{4}$"
   (b) $\frac{1}{2}$"
   *(c) 1"
   (d) $1\frac{1}{2}$"

SEWING METHODS AND TECHNIQUES

5. A LAPPED SEAM
   *(a) is a variation of a topstitched seam
   (b) requires fitting together two edges which are of different lengths
   (c) has the appearance of a flat fell seam
   (d) is the same as a French seam

6. In sewing, piping is most nearly the same as
   (a) easing
   *(b) welting
   (c) pinking
   (d) binding

POWER SEWING SKILLS AND EQUIPMENT

7. The most widely used seam in industry:
   (a) Eased
   (b) Flat
   *(c) Plain
   (d) Welt

8. Which of the following is NOT a basic requirement for operators entering the garment industry?
   (a) Control of the machine
   (b) Proper handling of material
   (c) Comprehension of a well made garment
   *(d) Knowledge of a wide variety of fabrics

LOS ANGELES CITY SCHOOLS

CLASSIFIED EMPLOYMENT BRANCH

CLASSIFIED SELECTION SECTION

SAMPLE TEST QUESTIONS FOR

INSTRUCTIONAL AIDE
(BUSINESS EDUCATION)

SAMPLE

The time on the test will be 2 hours and 30 minutes

Sample Test question numbers	Actual Test question numbers	Test Content
1-3	1-15	[illegible]
4-5	[illegible]-30	[illegible]siness Math
6-7	[illegible]	[illegible]ice Procedures
8-9	46-60	Business Machines
[illegible]-11	61-75	Spelling
	76-90	Bookkeeping

Examination Weights:

Written	40%
T & E	10 %
Interview	50 %

Spanish Bilingual Qualifying

Each question on the written test will be of equal value.

*denotes best answer

FILING

1. If the names Carl Groendyke, Chandler Grodie, Sara Groesbeck, Jack Groediensky, Fred Grodzenberg, and Sarah Groesbech were arranged for alphabetic filing, the position of the underlined name should be
   (a) two
   (b) three
   (c) four
   * (d) five
   (e) six

2. If the numbers 559999, 559900, 549999, 559555, 555555, were arranged in numerical order from lowest to highest, the position of the underlined number would be
   (a) first
   (b) second
   (c) third
   (d) fourth
   * (e) fifth

3. "First position" on a file folder guide is the
   (a) first guide bearing any one lette
   *(b) left-most cut on a guide
   (c) right-most cut on a guide
   (d) center cut on a guide

BUSINESS MATH

4. The figures below represent [illegible] customer [illegible] ABC Advertising Company. The amounts on the [illegible] side [illegible] amounts owed to ABC by the customer). The amounts [illegible] side [illegible] credits (amounts paid to ABC by the customer) [illegible] at is the [illegible] the account?

Carousel Ice Cre[illegible] Pa[illegible]

$ [illegible]	$ [illegible]
50.11	
30.32	

   *(a) $130.43
   (b) $140.43
   (c) $375.75
   (d) $506.18

5. During the f[illegible]t six months of 1974, a company paid its two salespeople the commissions [illegible]own below.

Employee	Jan.	Feb.	Mar.	Apr.	May	Jun.	Totals
1	350.00	400.00	600.70	590.20	440.40	360.10	
2	408.80	505.20	490.90	500.00	501.10		
Totals	758.80	905.20	1091.60	1090.20	941.50	770.20	

The total amount paid in commissions was
   (a) $2,741.40
   (b) $2,816.10
   *(c) $5,557.50
   (d) $5,657.50

SAMPLE

*denotes best answer

6. The complete written notation of a telephone message received for a person during his absence generally should include the date and the
   (a) name of the person calling and the name of the person taking the call
   *(b) time of the call, name of person called, the name of the person making the call, his telephone number, and the name of the person taking the call
   (c) time of the call, name and address of person calling
   (d) name of the person called, the time of the call, the name and telephone number of the person taking the call

7. A system of records found efficient for one business concern or department
   (a) should be adopted by all business concerns or departments
   (b) would never prove efficient for any other business concern or department
   (c) should prove equally efficient for any other business concern or department
   * (d) would not necessarily prove equally efficient for any other business concern or department

BUSINESS MACHINES

8. Which of the following statements about standard typewriter spacing is INACCURATE?
   (a) Pica type runs 10 spaces to the inch
   (b) Elite type runs 12 spaces to the inch
   (c) All standard machines space vertically six lines of type to the inch
   *(d) All standard machines can be adjusted to half space horizontally

9. The office appliance commonly used to affix names and addresses on envelopes for a large mailing list is the
   (a) mimeograph
   (b) comptometer
   *(c) addressograph
   (d) stenotype

SPELLING

Select the sentence below which contains an incorrectly spelled word.

10.
   *(a) Tentitive plans call for over 100 guests.
   (b) The liaison between the factions failed.
   (c) There was no precedent for the decision.
   (d) The treaty was seen as the only alternative.

11. The sentences below are transcribed from a report. Select the sentence with the incorrectly used homonym, which, if spelled differently, would convey the meaning intended.
   (a) The cake was sliced into twelve pieces.
   *(b) A heard of cattle was grazing.
   (c) Pears are now in season.
   (d) A religious rite was held today.

BOOKKEEPING

12. Brooms would most likely be classified as
   * (a) consumable supplies
   (b) non-consumable supplies
   (c) consumable equipment
   (d) non-consumable equipment

LOS ANGELES CITY SCHOOLS

CLASSIFIED EMPLOYMENT BRANCH

CLASSIFIED SELECTION SECTION

SAMPLE TEST QUESTIONS FOR

INSTRUCTIONAL AIDE
(EARLY CHILDHOOD)

SAMPLE

	Sample Test question numbers	Actual Test question numbers	Examination Content
The time on the test will be one hour	1 - 2	[illegible]	Child Growth and Development
	3	31 - 45	Nutrition and Health
	4	46 - 60	Development of Instructional Materials

Examination Weights:
Written 40 %
Spanish Bilingual Qualifying
Interview 60 %

Each question on the written test will be of equal value.

*denotes best answer

CHILD GROWTH AND DEVELOPMENT

1. A pre-schooler who has the same fears as an older brother or sister probably
   (a) reflects his mother's fears
   *(b) learned the fears from the brother or sister
   (c) inherited the fears from his father
   (d) is imitating his teacher's fears

2. When it is time for pre-schoolers to eat, the teacher should
   (a) offer them a reward for eating
   (b) give them a choice of eating or taking a nap
   *(c) take them to the lunch tables
   (d) ask the children if they are hungry

NUTRITION AND HEALTH

3. A young child's diet need not include any
   *(a) sweets
   (b) cereals
   (c) potatoes
   (d) breads

DEVELOPMENT OF INSTRUCTIONAL MATERIALS

4. An inappropriate use of a flannelboard is allowing children to
   (a) stick pins in it
   (b) mount flannel-backed objects
   (c) mount sandpaper-backed objects
   *(d) make pencil marks on it

LOS ANGELES CITY SCHOOLS

CLASSIFIED EMPLOYMENT BRANCH

CLASSIFIED SELECTION SECTION

SAMPLE TEST QUESTIONS FOR

INSTRUCTIONAL AIDE
(FOOD SERVICES)

SAMPLE

The time limit on the test will be 2 hours

Sample Test question numbers	Actual Test question number	Content
1-2	1-30	Basic Foods Preparation
3-4	31-45	Kitchen Equipment and Utensils
5-6	46-60	Sanitation, Safety and Nutrition
7-9	61-75	Recipe Arithmetic
10-11	76-90	Table Setting, Service and Restaurant Procedures
12-13	91-105	Recipe Reading and Spelling

Examination Weights:

Written	40 %
Spanish Bilingual Interview	Qualifying 60 %

Each question on the written test will be of equal value.

*denotes best answer

BASIC FOODS PREPARATION

1. Utility grade refers to
   (a) eggs
   (b) potatoes
   *(c) meat
   (d) apples

2. The term ROAST means the same as
   *(a) BAKE
   (b) BROIL
   (c) POACH
   (d) SAUTE

KITCHEN EQUIPMENT AND UTENSILS

3. The utensil on the right should be used to
   (a) whip
   (b) slice
   (c) mix
   *(d) mash

4. The utensil used to level dry food measures and spread icing on cakes is a
   *(a) spatula
   (b) scraper
   (c) table knife
   (d) French knife

SANITATION, SAFETY AND NUTRITION

5. Individual caloric needs are primarily determined by
   (a) weather temperature
   (b) food preparation
   (c) mental attitude
   *(d) activity level

6. Before they are placed into the dishwashing machine, dirty dishes should be
   (a) aired
   *(b) scraped
   (c) scrubbed
   (d) sterilized

*denotes best answer

RECIPE ARITHMETIC

7. Milk costs 30¢ per quart. A recipe for vanilla pudding calls for 2 quarts of milk to make 20 servings. To make 40 servings of vanilla pudding, how much will the milk cost?

(a) $ .60
(b) $ .90
*(c) $1.20
(d) $2.40

Question 8 is based on the following recipe for Mixed Green Salad.

INGREDIENTS		AMOUNTS
Lettuce Romaine Chicory or Endive	Torn or cut coarsely	2 2 [illegible] gallon
Carrots, shredded		1 l[illegible]rge)
Radishes, sliced		2 bu[illegible]s

YIELD: Approx. 3 gallons -- 48 l[illegible] por[illegible]

8. To make 24 1-cup portions of salad, ma[illegible]ions o[illegible] greens will you need?

(a) 1 gallon
*(b) 1 3/8 gallons
(c) 1 3/4 gallons
(d) 2 [illegible]llons

9. Ten liquid ounces i[illegible]ppr[illegible]tely [illegible]al to

(a) .338 li[illegible]
*(b) 2.959 de[illegible]iters
(c) 27.34 dec[illegible]ams
(d) [illegible]enti[illegible]ters

(Metric Table will be provided in the examination)

SAMPLE

TABLE SETTING, S[illegible]CE AND RESTAURANT PROCEDURES

10. When setting the table, you should avoid touching the "eating parts" of silverware or rims of glasses because

*(a) of sanitary reasons
(b) it gives a bad impression
(c) you may leave fingerprints
(d) it is impolite

11. In most food service operations, all of the following are normally kitchen positions except the

(a) chef
(b) salad maker
(c) dishwasher
*(d) manager

*denotes best answer

RECIPE READING AND SPELLING

CHOCOLATE CHIP COOKIES

- Question 12 will be based on the information given in the following recipe:

1 C. flour
½ tsp. salt
½ tsp. baking soda
½ C. butter
½ C. brown sugar
½ C. granulated sugar
1 egg
½ tsp. vanilla
1 C. chocolate chips
3/4 C. chopped pecans

Yield: 5 dozen cookies

Method:
1. Cream butter, 2 sugars, egg, and vanilla till smooth
2. Sift together dry ingredients and add to creamed ingredients
3. Add chocolate chips and nuts to mixture and stir well
4. Drop by teaspoonfuls onto greased cookie sheets
5. Bake at 350° for 10 minutes

12. What are the dry ingredients referred to in Step #2 of the method?
(a) pecans, salt, soda, flour
(b) salt, soda, brown and granulated sugars
* (c) flour, soda, salt
(d) flour, brown and granulated sugars, and pecans
(e) None of the above

13. Select the word below which is spelled incorrectly.
(a) Recipe
*(b) Restarant
(c) Sanitation
(d) Cleanliness

LOS ANGELES CITY SCHOOLS

CLASSIFIED EMPLOYMENT BRANCH

CLASSIFIED SELECTION SECTION

SAMPLE TEST QUESTIONS FOR

INSTRUCTIONAL AIDE
(GRAPHIC ARTS)

SAMPLE

The time on the test will be: One hour & 15 minutes

Sample Test question numbers	Actual Test question numbers	Written Test Content
1	1-10	Safety
2	11-25	Layout and Composition
3	26-40	Camera and Darkroom Procedures
4	41-55	Offset Machine Operation
	56-70	Letterpress Work

Examination Weights:
Written 50 %
Interview 50 %
Spanish Bilingual Qualifying Only

Each question on the written test will be of equal value.

*denotes best answer

SHOP SAFETY

1. The most common cause of accident on the proof press is
   (a) use of too much ink
   *(b) failure to remove one's hand from the track
   (c) insecurely tied type forms
   (d) working at high speed

LAYOUT AND COMPOSITION

2. A 12-point type occupies what fraction of an inch of vertical space?
   * (a) 1/6
   (b) 1/4
   (c) 1/3
   (d) 1/2

CAMERA AND DARKROOM PROCEDURES

3. The correct order of tray solutions for use in the developing process is
   (a) developer, fixer, shortstop, running water
   *(b) developer, shortstop, fixer, running water
   (c) developer, shortstop, running water, fixer
   (d) developer, running water, shortstop, fixer

OFFSET MACHINE OPERATION

4. The plates used when 10,000 copies are to be run are generally made of
   (a) sheets of rubber composition
   (b) heavy, wax-coated paper
   * (c) thin sheets of metal
   (d) Bristol board

LETTERPRESS WORK

5. When hand-fed platen presses are used, the form is positioned
   (a) according to the gripper side of the chase
   *(b) slightly above the center of the chase
   (c) slightly below the center of the chase
   (d) between two reglets

LOS ANGELES CITY SCHOOLS

CLASSIFIED EMPLOYMENT BRANCH

CLASSIFIED SELECTION SECTION

SAMPLE TEST QUESTIONS FOR

INSTRUCTIONAL AIDE (ELECTRONICS)

SAMPLE

The time on the test will be one hour and 30 minutes

Sample Test question numbers	Actual Test question numbers	Test Content
1	1-15	Shop Safety
2	[illegible]-30	Electronic Tools and Equipment
3-4	[illegible]	Electronic Theory
5-6	61-75	Applied Electronics

Examination Weights:

Written 50 %

Interview 50 %

Spanish Bilingual Qualifying

Each question on the written test will be of equal value.

*denotes best answer

ELECTRONICS SHOP SAFETY

1. Connections to transformers should be made only when the current is
   (a) discharged
   *(b) turned off
   (c) flowing
   (d) shorted

ELECTRONIC TOOLS AND EQUIPMENT

2. A DC vacuum tube voltmeter is especially suitable for testing
   (a) high resistance circuits only
   (b) power supply hum
   (c) audio output power
   * (d) AVC operation

ELECTRONIC THEORY

3. How many volts must be applied to an incandescent lamp if it has a resistance of 65 ohms and requires 2 amperes?
   (a) 33
   (b) 65
   *(c) 130
   (d) 165

4. A diode vacuum tube is ordinarily used to
   *(a) change alternating current to pulsating direct current
   (b) change pulsating direct current to smooth direct current
   (c) amplify alternating currents
   (d) amplify direct current

APPLIED ELECTRONICS

5. Improper impedance matching in the output circuit of an A.F. amplifier system is usually indicated by
   (a) increased signal volume
   (b) decreased volume with good fidelity
   * (c) decreased volume with poor fidelity
   (d) excessive plate current flow

6. If a tape recorder "squeals", or buzzes, while on idle or stop and the tape runs slow on play the trouble is probably
   (a) oil on capstan
   (b) loose drive band
   * (c) worn motor bearings
   (d) dirty pressure pads

LOS ANGELES CITY SCHOOLS

CLASSIFIED EMPLOYMENT BRANCH

CLASSIFIED SELECTION SECTION

SAMPLE TEST QUESTIONS FOR

INSTRUCTIONAL AIDE
(Woodworking)
Test Number 4551

SAMPLE

	Sample Test question numbers	Actual Test question numbers	Written Test Content
Time Limit: 2 hours	1-2	1-30	[illegible]king Machines, Tools, Equipment and Safety
		31-45	Shop Arithmetic
	4-	46	[illegible]lues and Finishes
		56-70	Cabinetmaking
		71-80	Basic Carpentry

Examination Weights:
Written 50%
Interview 50%
Spanish Billingual - Qualifying Only

Each question on the written test will be of equal value.

* denotes best answer

WOODWORKING MACHINES, TOOLS, EQUIPMENT AND SAFETY

1. The plane shown at the right is usually used to work
   (a) across the grain
   (b) close to corners
   (c) on tapered circular core boxes
   *(d) on dados, moldings, and grooves

2. The size of a jointer is determined by the
   (a) length of the front table
   (b) length of the rear table
   (c) depth of the cut it can make
   *(d) width of the cut it can make

SAMPLE

SHOP ARITHMETIC

3. A piece of lumber 10 [illegible]th is to be divided into two pieces, one of which is three [illegible]s long [illegible] oth[illegible] The short piece will have a length of
   18 in.
   2 ft.
   *([illegible]
   (d) 36 in.

*denotes best answer

GLUES AND FINISHES

4. Of the following glues, the one which is most moisture resistent is
   *(a) Resorcinol
   (b) Liquid hide
   (c) Polyvinyl white liquid resin
   (d) Plastic powdered resin

5. The technique used to keep a water base stain from bleeding is
   *(a) washcoating
   (b) waxing
   (c) buffing
   (d) glazing

CABINETMAKING

6. "Extenders" are added to glue primarily to
   (a) lengthen its usuable life
   (b) keep it from drying out too quickly
   *(c) reduce its cost
   (d) increase its bonding characteristics

BASIC CARPENTRY

7. The process of building out a part of a wall or ceiling by the use of wood strips is called
   *(a) furring
   (b) padding
   (c) sheathing
   (d) reticulating

APPENDIX J

EVALUATING YOURSELF

SELF EVALUATION FOR PARAPROFESSIONALS

1. Do I plan for the activity which I have been assigned - Not hit and miss or just doing something?

2. Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?

3. Do I have a plan for getting pupils into groups?

4. Do I observe closely so as to know pupils likes, dislikes, preferences, enthusiasms, aversions, etc.?

5. Do I find opportunities for giving pupils choices or do I tell them what to do?

6. Have I given some individual help in writing?

7. Do I observe closely the techniques used by the teacher, and follow through when I am working with the group?

8. Do I emphasize the times when pupils behave well and minimize the times when they fail to do so?

9. Do I really listen to what pupils have to say?

10. Do I evaluate myself at intervals?

11. Do I accept criticisms and suggestions without becoming emotionally upset?

12. Do I follow directions of the classroom teacher?

13. Do I try to develop a friendly attitude with all of my co-workers?

14. Do I give the classroom teacher adequate notice of absences by reporting them to the school office before the school day begins?

15. Do I realize that my whole purpose for being in the classroom is to assist the teacher in order that pupils might progress more rapidly?

16. Do I give too much help to pupils rather than allowing them time to think?

17. Do I refrain from interfering between another teacher and pupil unless called upon for assistance?

18. Do I avoid criticism of the students, teacher, and the school?

APPENDIX K

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